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ABSTRACT

A study investigated whether or not Black characters were portrayed in a negatively stereotyped manner in Caldecott and Newbery Award and Honor books from 1963 to 1983. The 21 books studied portrayed Black characters in significant roles. Each of the selected books was examined for negative racial stereotyping using a checklist adapted from an earlier study and a checklist of three categories (physical description, language, and status in the community). Results indicated that: (1) four of the books were classified as containing negatively stereotyped Black characters; (2) two of the Newbery books and five of the Caldecott books contained negative stereotyping in the area of physical description; (3) 10 of the Newbery books (but only one Caldecott winner) showed negative stereotyping in the area of language usage; and (4) one Newbery award winner and no Caldecott winners exhibited negative stereotypes in the area of status in the community. Findings suggest that checklists similar to those used in the study could aid authors in the writing process by reminding them of the positive values to be taught, and could be used by librarians, teachers, and parents to review children's literature. (Nine tables of data and three figures presenting checklists are included; lists of award-winning books, and evaluation charts are attached.) (RS)

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A Dissertation

A STUDY OF BLACK CHARACTERS IN CALDECOTT AND NEWBERY AWARD AND HONOR BOOKS FOR CHILDREN

by

Doris Christine Gary

B. S. Ed., Jackson State College, 1971
M. S. Ed., Jackson State University, 1973
Ed. S. Jackson State University, 1975

Submitted to the Graduate Faculty of
Jackson State University
In Partial Fulfillment of the
Requirements for the Degree of

DOCTOR OF EDUCATION

Department of Early Childhood-
Elementary Education

April, 1984

CS213694

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Abstract

A STUDY OF BLACK CHARACTERS IN CALDECOTT AND NEWBERY AWARD AND HONOR BOOKS FOR CHILDREN

by

Doris Christine Gary

April, 1984

This study investigated whether or not Black characters are portrayed in a negatively stereotyped manner in Caldecott and Newbery award and honor books from the period 1963 to 1983. The specific concern was negative stereotyping regarding physical description, language usage, and status in the community.

Negative effects can result from racially biased books for children. Both the child's self-image and attitude toward others are partially shaped by books that are read early. Books should be published that present positive role models to children of all races.

The following questions were formulated for this study:

1. Are Black characters negatively portrayed in regard to physical appearance?
2. Are Black characters negatively portrayed in regard to language usage?
3. Are Black characters negatively portrayed in regard to status in the community?

The 21 books of this study, chosen from Caldecott and Newbery award and honor books from the years 1963 to 1983, portrayed Black characters in significant roles.

Each of the selected books was examined for negative racial stereotyping of Balck characters. Each book was individually reviewed using a checklist adopted from the Napier study and the research questions of this study.

After each book was reviewed, each main character was subjected to a checklist of three categories (physical description, language, and status in the community). Each sub-question received a yes or no response in relationship to its presence and frequency of occurrence in the book.

The results of this study revealed that a total of four books were classified as containing nagatively stereotyped Black characters. Two of the Newbery books and five of the Caldecott books examined contained negative stereotyping in the area of physical description. Ten of the Newbery award winners examined showed negative stereotyping in the area of language usage while only one Caldecott winner displayed negative stereotyping in this area. In the area of status in the community one Newbery award winner exhibited negative stereotypes while the Caldecott award winners showed no evidence of this negative stereotyping.

It was noted that in recent decades an increasing number of writers and publishing companies are printing a variety of materials concerning Blacks. Black characters are being portrayed in a more positive manner.

This study suggests several recommendations for librarians, teachers, parents, and authors. A checklist simlar to the evaluation charts used in this study could aid authors in the writing process by reminding them of the positive values to be taught.

Examination copies of childrens literature should be made available to librarians and teachers for review before they are purchased. Test groups of children could help screen the books; interested parents could also participate in preview sessions. This procedure could be used as a guide for selecting library books. Teachers and librarians could also send out recommended book lists to parents and suggest those books which would be enjoyable and beneficial. Teachers and librarians could apply the criteria to basal readers and to other books on their shelves.

CHAPTER I

INTRODUCTION

Educators have devoted much time and energy to the study of literature and its impact on society. The value of literature in all areas of a child's development cannot be disputed; however, there has been a difference of opinion among some educators as to what constitutes children's literature. Evidence of this was cited by Huber (1955):

> There is really no specialized body of literature to be known as children's literature. All the world of literature is open to children and to those who work with children; from it they may take those books, or parts of books, that satisfy the needs and interests of children at various levels of development and growth. Many books that children have taken for their own were not written for children at all. And the great body of traditional literature now so commonly thought of as belonging to children is the best of national literatures of distant times and places--the expression of hopes and aspirations of whole nations of people now preserved for us and thought of as children's stories (p.3).

In contrast Burns, Broman, and Watling (1977) have concluded in their work that there is a separate, unique portion of literature that is designated as literature for children. This literature has been, in both oral and written form passed from generation to generation, borrowed from adult books, and written specifically for children by various authors to meet the developmental needs and interests of children during the different stages of their growth and development. They further stated that children's literature is unique in that it possesses value and significance and yet maintains its universal appeal to people of all ages. It could be concluded that any literature may be classified as children's literature if it appeals and satisfies the imagination of a child.

An understanding of what constitutes good children's literature is essential if educators are to develop a good curriculum for children. According to Burns, et. at. (1977):

> A good literature program will help children to become acquainted with the best of all types of literature. Efforts should be made to give children a variety of types of literature-nursery rhymes, picture books, folk and fairy tales, poetry, adventure stories, humorous stories, fantasy, drama, biography, and factual books. It should include some of the older classics as well as excellent current selections that may become the classics of tomorrow; stories of other times and other places and stories about people like those who lived next door; stories that bring chuckles and those that have an opportunity

> to "taste" each one, to discover those that have special meaning for them to read freely along the lines of his own individual interests (p. 148).

Napier (1970) noted that literature has many purposes in the classroom. Children have numerous interests in a variety of subjects which may be enriched through the use of literature. However, one of the most important purposes of literature for children is to aid in the development of the child's character and attitudes toward others. Books can also be used to develop a positive self-image and to help in dealing sensitively with problems and fears many children experience. Literature can help children explore their immediate surroundings and the culture of others.

During this exploration a child might be exposed to literature which is prejudiced or biased toward a particular ethnic group or race. Davis (1972) stressed that the literature a child might read or a very young child might see has significant influence on the child's self-image. She further stated that a child's image of other races is influenced by the books read or seen during this period of development.

For example, many authors of children's books concerning the American Black have presented them as stereotypes. As noted by Cohen (1969):

> At the beginning of the twentieth century the position the Negro occupied in the eyes of most Americans was that of an irresponsible child, incapable

> of self-determination, and requiring paternal supervision by his Caucasian superiors (p. 121).

This stereotyped image of the Black is evident in the literature of this time. Broderick (1971) noted that prior to World War II:

> When Black characters were depicted with thick lips, kinky hair (boys) or hundreds of tiny pigtails (girls), when they had protruding eyes, ape-like jaws, and angular bodies, they were representatives of that marvelously quaint and curious group known as "colored folks" (p. 701).

In an effort to examine the historical pattern of stereotyping of Black characters in twentieth century literature, Cohen (1968) studied the treatment of two Black characters, Dinah and Sam in the popular children's series, The Bobbsey Twins. Four books, two published in 1904 and 1908 and two in 1954 and 1968 were chosen for comparison.

In the early books, marked negative stereotyping was evident in physical appearance, language usage, and status in the community. In Merry Days Indoors and Out, the illustrations portrayed Dinah as the traditional, fat, kinky-haired, Black mammy type. Although these characters lived in an upper/middle class environment, they spoke with a marked dialect and lived over a stable (p. 112). In The Bobbsey Twins At The Seashore, Dinah's dialect was less marked, but she was still portrayed as a fat, inferior, superstitious darky (p. 123).

In the later books the negative stereotyping was present, but in a subtle manner. In The Bobbsey Twins on a Bicycle Trip, a positive change in the portrayal of Dinah and Sam was noted. Sam's sub-standard dialect had disappeared, and his employment had been elevated, but Dinah was still portrayed as the fat, good-natured cook (p. 124).

In the last book examined by Cohen, The Bobbsey Twins and the Secret Candy Castle, Dinah was still the fat jolly maid and cook. Sam had been given a surname and continued to be employed. The couple had been moved from their quarters over the stable to the third floor of the house, and their dialect had disappeared (p. 124).

In his final evaluation, Cohen noted:

> In this popular series of children's books... the role of the Negro changes from that of an uneducated, ill-spoken, domestic who plays a foil to the more sophisticated and cultured Caucasian family, to that of laborer-household member whose speech patterns are standard English and whose status is of the semi-skilled laboring class. They are still used as comic figures to a much larger extent than are the Caucasian characters. In no place in the books reviewed in this paper do Sam or Dinah ever occupy a superior position socially or culturally (p. 124).

Bingham (1979) stated that it is important that Black and white children learn to evaluate book illustrations and texts. Though there is a wide selection of books for the white child, Dieterick (1971) noted that there is still a limited number of books about Blacks and the Black experience. Since it is important that children learn to strengthen their knowledge and ability to think critically about their life styles and environments, books with Black characters that create a positive racial image should be an important part of all children's education.

STATEMENT OF THE PROBLEM

The problem of this study was to determine whether Black characters are portrayed in a negatively stereotyped manner in the Caldecott and Newbery award and honor books from the period of 1963 to 1983.

The present study was based on Dr. Georgia Napier's recommendation at the conclusion of her study, "A Study of the North American Indian Character in Twenty Selected Children's Books" (1970). See Appendix A. Dr. Napier made the following recommendations for further study:

> In view of the current interest in school integration and the need for books that present natural, wholesome characters with whom the minority-group child can identify, the investigator suggests that a study similar to the present one focusing on an average Negro character in children's literature should be productive (p. 107).

The Napier study was cited in a list of recommended readings compiled by Sutherland and Arbuthnot (1972) to assist educators in the quest for understanding the need for more multi-racial materials in the young child's reading curriculum.

PURPOSE OF THE STUDY

The general purpose of this study was to measure negative stereotyping of Black characters in twenty-one children's books. The specific purposes were:

1. to determine if negative stereotyping was evidenced in the physical description of the Black characters;
2. to determine if negative stereotyping was evidenced in the language usage of the Black characters; and
3. to determine if negatively stereotyping was evidenced in the status in the community of Black characters.

QUESTIONS TO BE ANSWERED

The questions of this study were as follows:

1. Are Black characters negatively stereotyped in regard to physical description?
2. Are Black characters negatively stereotyped in regard to language usage.
3. Are Black characters negatively stereotyped in regard to status in the community?

PROCEDURES USED IN THE STUDY

Following an examination of the stereotyping in literature, this work has studied Black characters as presented in twenty-one widely used and highly recommended children's books. All of the award and honor books from the Caldecott and Newbery lists from the period 1963 to 1983 were studied for the presence of Black characters. The twenty-one books analyzed were selected from these books (see Appendices B and C).

Children's literature with Black characters was read for the purpose of determining how the character was portrayed. The following elements were observed:

1. Black character's physical description;
2. Black character's language; and
3. Black character's status in the community.

Quotations and examples from the literature were quoted to support these analysis. Tables, figures and charts were used whenever needed to clarify or pictorially emphasize a point or points.

PARAMETERS OF THE STUDY

The parameters of this study were:

1. The books used in this study were limited to the Caldecott and Newbery award and honor books from 1963 to 1983.
2. The books used in this study were limited to those with Black characters in significant roles.
3. The books used in this study were limited to those that were judged as appropriate for use in the primary and elementary classrooms.

DEFINITION OF TERMS

1. Afro-American and Black are terms that will be used synonymously to denote American people of African ancestry.

2. Caldecott Award is a yearly award given by the Committee of the Children's Service Division of the American Literary Association for the best illustration (or picture book).
3. Children's Literature includes poems, folk tales, books of fiction and fact that appeals primary to young people.
4. Honor Books are those books cited as runners-up to the Newbery and Caldecott award books.
5. Language is the dialect and grammer used by the character.
6. Newbery Award is a yearly award given by the Committee of the Children's Service Divison of the American Literary Association for the best written book.
7. Physical Description is the term used for the illustration of the character or the descriptive writing that gives the reader a mental picture of the character.
8. Picture Books are books in which the illustrations are the dominate feature with little or no text.
9. Significant Character is the person who plays a consistent or major supportive role in the book.
10. Status in the Community is how the character (or character's family) is regarded (superior/inferior, rejected/accepted, etc.) by the others in the community.
11. Stereotype is a term that implies a fixed or an over simplified description or conception of an individual or group that does not allow for individuality in that ethnic or racial group.

IMPORTANCE OF PROBLEM

Early childhood educators generally agree that the child's self-image and attitudes toward others are greatly influenced by the literature the child is exposed to at a young age. As evidenced by Davis (1972):

> It is widely acknowledged that the child's self-image is created in the early or formative years, and that it is partly through books that this image is formed... There are many old and popular classics that offer a poor or caricatured racial image which not only robs the Black child of his confidence, but creates a negative attitude toward books and reading (p. 261).

When a writer implies through over simplication or exaggeration through the description of one character that all characters from that particular racial group look, behave, and speak the same, this may be labeled as negative stereotyping. A racial group that has often been presented unfavorably in children's literature is the American Black. Many writers have chosen characteristics which are negative and have depicted all Black characters as having these characteristics: ignorant, lazy, good-natured, ugly, poor, etc.

As noted by Glancy (1970), educators are beginning to realize the psychological damage that society's white-over-Black social practices have wreaked on children. She cited that both white and Black children have negative images of Black.

As noted by Werner (1968) color association happens subconsciously all of the time. The unthinking classification of colors with black being frequently used to denote evil, bad, dirty while white is frequently associated with good, clean, and pure is an example of racism that is implicit in language.

In Warren's words:

> We are not aware of the damaging effect some of our favorite stories may be having on children. What is the effect on the impressionable child-of any color when read a story such as The Wolf and the Seven Little Kids, in which a specific point is made that the wolf's black paws reveal his evil intent, for the (kids') mother's feet are white (p. 57)?

Dietrick (1972) described the damaging effects on self-image which can result when a child is exposed to a constant repetition of undesirable, inferior characteristics that are considered characteristic of his racial group. According to Davis (1972) when children who have been exposed to strong Black-pride influences and have developed a strong sense of Black identity read books in which Blacks are presented in a poor racial image, they may develop negative attitudes toward books and/or reading by the time they are in the third or fourth grade. She further asserted that an additional goal of non-racist books should be to instill in the white child a willingness to accept the Black child as a valued American.

In a research review Kimmel (1970) studied the question: "Can Children's Books Change Children's Values?" In his review of research findings, he cited three separate but similar studies:

1. Taura (1967),
2. Fisher (1965), and
3. Jackson (1944).

The method used by these three investigators was basically the same. The subjects for all three studies were divided into groups, pre-tested to determine their racial attitude toward a specific group, presented with positive stories dealing with specific groups, and post-tested to evaluate change in racial attitudes. He concluded from the research findings that significant positive attitude changes toward racial groups were evidenced when children were presented with favorable stories about the group. All three of these studies had positive initial attitude gains; however, these gains were soon lost due to the lack of reinforcement activities (p. 213). This tends to suggest to society that if positive racial attitudes are to be developed within children then they should be frequently exposed to a variety of materials that present all racial groups as being positive.

Educators and parents have the responsibility for selecting books with characters that present positive role models of children of all races. According to Sutherland and Arbuthnot (1972):

> Our children are Black and White and they deserve the best possible, not just mediocre or token integration books. Children need books in which they see people like themselves and people whose facial colors and facial profiles are different from their own. They need books that portray the beauty or whites and the beauty of blacks (p 56).

To provide educators, parents and children with a variety of good, enjoyable literature, research must be conducted to develop standards to assure that the literature presented is not prejudiced or biased toward any race.

ORGANIZATION OF THE STUDY

Chapter I contains an introduction of the study, the statement of the problem, purpose of the study, questions to be answered, procedures used in the study, parameters of the study, definition of terms, and importance of the problem. Chapter II presents a review of the literature related to the study. Chapter III describes a description of the method used in the study. Chapter IV is a presentation of the findings of the study. Chapter V contains the summary, conclusions, and recommendations of the study. The Appendices and the Bibliography are presented at the conclusion of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains a review of research pertaining to the stereotyping of Blacks in children's literature. This review of literature has been divided into the following topics:

1. Treatment of Black Characters in Children Books;
2. Progress Made in Publishing Positive Materials Concerning Black Characters;
3. Effects of Multiethnic Readers on Racial Attitudes; and
4. Projecting Positive Images of Blacks in Childrens' Books.

Treatment of Black Characters in Children's Books

As earlier documented, literature can shape or change attitudes toward the Black race. According to the Council of Interracial Books for Children (CIBC, 1975), when only a few characteristics of a race are presented, the result is a distorted picture of reality. This may be labeled as convert censorship. The CIBC further elaborated:

> But where convert censorship is concerned, most people are unaware that it exists. They are unaware that certain facts and/or view points have been withheld from their considerations, unaware that the "reality" they accept is perhaps not reality at all but an imposed distortion of reality (p. 10).

Frequently books are written about Blacks with little regard to realistic facts about the Black culture. This convert censorship will present Blacks in a prejudice manner to the uninformed reader. The CIBC contends that:

> When a publishing firm continually selects for publication, without meaningful counsel or input from minority group members, manuscripts that include certain facts and viewpoints and exclude others, and when the selections and rejections are determined by the publisher's own unconscious racist and sexist attitudes, then racism, sexism and censorship can be said to have joined hands. Through convert censorship, racist and sexist stereotypes and attitudes have passed from generation to generation. Consider, too, that no malicious intent need be involved. It is primarily a matter of orientation--a White male, middle/upper class, ethnocentric orientation (p. 10).

It is therefore crucial that all writers learn the facts or at least consult with Blacks before they publish materials that would negatively stereotype Blacks.

In 1969, Banks noted that "the horrendous books being forced on Black children are due to the racism inherent in America and its institutions." He further stated:

> Most textbooks have 'integrated' by extolling the virtue of 'selected' black heroes. While both black and white youngsters need black heroes with whom they can identify, they need to know the plight of the masses of black people even more. Children cannot be expected to grasp the full significance of the black experience in America unless they are keenly aware of the social and historical factors which have kept the black man at the lower rungs of the social ladder (p. 963).

This could suggest to writers that there is a need to portray Blacks from all walks of life in textbooks and to reveal more about Black lives in general.

Grant (1982) listed some of the drawbacks inherent in some textbooks, teachers' manuals, and workbooks as being:

> Unequal treatment of racial, ethnic, age and sex groups, and groups that exhibit physical, mental or developmental differences; unimaginative and stereotypic illustrations; dated content; overemphasis on literal comprehension tasks; and few recommendations for personalized and individualized instruction (p. 260).

Glancy (1970) analyzed the characterization of Blacks as they were presented in textbooks. Glancy found that "The relationship in the books between negro and non-negro characters was often patronizing, stressing class differences, as in stories with servant-master themes" (p. 365). Glancy's study also revealed that:

> Some of the black children in today's children's books are clearly second-class citizens, but no uncertainty remains about their resentment of this situation and their unwillingness to have it continue. To be Beautiful People, black characters do not have to be patronizing in reverse by unnaturally "good" behavior. Rather, they must be well-delineated, believable individuals--with the foibles as well as the nobility that patch together that crazy quilt called man. They must be sufficiently likeable so that young readers want to know them. They must have enough vitality so that the reader will remember their unique qualities and will want to identify with them (p. 365).

In addition to writers and publishers of children's books, librarians play a major role in selecting materials and books that will boost the egos of young Black readers. In selecting classic books, the librarians have to rely on the publishers as well as the authors to re-evaluate or edit racially biased material in children's books.

Davis (1972) eleborated on how some stories are racially offensive. She suggests that the story "How the Leopard Got His Spots" is racially offensive. She describes the story thus:

> It is an appealing tale of a leopard being given black spots by an Ethiopian. The animal, feeling proud of his spotted beauty, asked the African, "Why don't you go spotty, too?" The Ethiopian then replies, "Oh, plain black's best for a nigger." This line remains unchanged in even the 1966 Doubleday printing of the book. However, Grosset and Dunlap, in its Favorite Just So Stories, amended it to read, "Oh, plain black's best. Now come along" (p. 261).

Another story Davis recalled is "Benjie's Hat" by Mabel Leigh Hunt. The Black characters' language in this story is stereotyped and the patronizing portrayal of Blacks seems to be a direct result of an overuse of dialect. According to Davis, the story reads as follows:

> 'Hamish, Grandmother says they is not to play the banjo on farm on First Day.' Hamish sheepishly replies, "Reckon dis niggah done los' my min' disremembering in' dat ol' Miss Cain' have no music on Fus' Day" (p. 262).

In comparing all the stories Davis has read, she said that Mary Poppins by Pamela Travers is the most startling offensive children's classic in circulation because the Black characters' physical description and language are stereotyped. She describes the story thus; in Chapter Six, Mary Poppins finds a compass on the street and decides that she and the children will go around the world. At the South Pole, they encounter:

> ....a man and a woman, both quite black all over and with very few clothes on, and with beads in their ears and one or two in their noses. On the knee of the Negro (sic) lady sat a tiny black pickaninny with nothing on it at all. It (sic) smiled at the children as its mother spoke: "Ah bin 'specting you a long time Mar' Poppins....You bring dem chillun dere into my li'l house for a slice of watermelon right now. My but dem's very white babies. You wan' use a lil bit black boot polish on dem." As Mary Poppins leaves, the mother "laughed again as though the whole of life were one huge joke" (p. 262).

Davis also viewed the illustration of Prince Bumpo in Dr. Dolittle as a grotesque caricature. She points out that while the illustration of Bumpo is unflattering (large head, feet, and nose) the most damaging aspect of his portrait is his speech to Dr. Dolittle:

> White man I am an unhappy Prince. Years ago I went in search of the Sleeping Beauty, whom I read of in a book. I, at last, found her and kissed the lady very gently to awaken her--as the book said I should. 'Tis true indeed that she woke. But when she saw my face she cried out, 'Oh, he's black!' And she ran away and wouldn't marry me--but went to sleep again somewhere else. So I came back, full of sadness, to my father's kingdom. Now I hear that you are a wonderful magician and have many powerful portions....If you will turn me white, so that I can go back to the Sleeping Beauty. I will give you half my kingdom and anything else besides you....Nothing else will satisfy me. I must be a white prince (p. 262)..

Progress Made In Publishing Positive Materials Concerning Black Characters

In past decades publishing companies made some efforts to delete stereotyping of Black characters' language and physical appearance from children's books. In the book The Rooster Crows, the Black characters were presented in such a negative way that they were removed from the 1964 edition because of so many valid complaints about the book.

Some publishing houses have been discouraged by the way critics and readers have reacted to books with Black characters. This has caused a decline in the publications of books with Black characters.

A study by Banks (1969) analyzed the content of textbooks to ascertain how the portrayals of Black characters affect young children's attitudes. His study analyzed the contents of elementary American History textbooks in terms of major themes used to discuss the Negro and race relations. The instruments used in the study were theme units:

The findings in the research were:

1. The authors of elementary history textbooks do not frequently depict racial violence.
2. Authors seek to explain discrimination more frequently than they mention incidents of racial violence and conflict.
3. Authors refer to racial violence as often as they relate peaceful and friendly relations between Blacks and whites.
4. Other findings in this study suggest that authors do not emphasize harmonious race relations.
5. The physical and psychological deprivations of Black Americans were rarely discussed (p. 965).

The implications of this research suggest that more extensive and careful research is needed before conclusive statements can be derived regarding the treatments of the Black American in teaching materials (Banks, 1969).

Effects of Multiethnic Readers on Racial Attitudes

In (1969) Litcher and Johnson investigated the effect of multiethnic readers on the racial attitudes of second-grade white students. The instruments used by the researchers in the study were variations of the Clark Doll Test, the "Show Me" Categories Tests, and the Direct Comparison Test. These were given in random order and all were given in one setting.

The researchers' findings were:

1. With the exception of one child, all the children correctly identified the dolls used in the Clark Doll Test with their appropriate racial group.
2. On all tests the children using the multiethnic readers responded significantly more favorably toward Negroes than the children using the regular readers (p. 151).

The researchers made this implication for further research:

> The visibility of the Blacks in the curriculum materials of the schools needs to be increased to assure a more favorable response. The findings of the present study warrant further investigation (Lither, et al., 1969).

Because our society places great emphasis upon books and reading, it is extremely important to Black children that they see Blacks portrayed in positive roles in books. A language approach activity centered on discussing characters in books could aid in an increased vocabulary for young Black children.

Grant (1982) stated that a specific goal of socialization is to help children develop their identities which become formed early in their educational experiences. As children grow the images of the kind of people they are have already developed based upon previous experiences, and they usually behave in a manner that is consistent with this preconceived image. Grant also stated that a teacher must help students appreciate the fact that human differences such as race, class, sex, and age do exist. These differences are normal and should not be ignored. Children must be taught to see beauty and strength in themselves and to appreciate differences in other types of people.

Hess and Croft (1981) further commented on the development of children's attitudes toward various groups:

> As children become conscious of themselves as individuals, members of a family, and part of society, they develop awareness of society and social-class differences between themselves and others. Children as young as age three notice skin color, facial features, and hair texture. They look at, touch, and make comparisons to one another in much the same way that they explore the physical characteristics of any aspect of the world around them (p. 189).

Many children develop prejudiced attitudes from the adults who are key figures in their lives. Various studies report that by age five stereotyping labels already have discriminatory meanings. According to Stevens (1962):

> Recognition of racial differences has little effect on children's behavior toward one another. Three-year old black and white children have interaction that appears to depend, as it does in most types of social interaction, upon the degree to which the relationship between individuals satisfied each others needs (p. 118).

In a paper presented by Bingham (1979), she contended that:

> Illustrations provide an excellent means for introducing children to a wide range of experiences. Illustrations....depict blacks with a variety of physical characteristics and life styles, and the pictures present a much wider range of experience than does TV. In addition, the pictures are tangible. They can be discussed in great detail and....compared more easily and in a more concrete way than TV programs. Also, book illustrations which feature Blacks are more plentiful than images of Blacks presented on TV (p. 3).

Analyzing the portrayal of Black characters in books could provide an opportunity for white parents to read to their children and discuss the illustrations and explain the life styles and cultures in order to yield a better understanding of Blacks.

Larrick (1965) gave her interpretation of why books about Blacks seldom get published and the underlying reasons for rejection of the books. She stated:

> This year as a member of the Children's Book Award Committee of the International Reading Association, I saw the 1974 books by new authors--first or second books. As I recall the lists, only three were about Black children: one a picture book about children in Nigeria, the other two about Black children in the United States. These were three of the most appealing and best written of the books submitted to the committee. But three is a very slim proportion of all the books that came in (p. 4).

This fact could be viewed as an example of tokenism to appease Blacks. Certainly more books could have been published with Blacks portrayed in positive dominant roles.

Projecting Positive Images of Blacks in Childrens' Books

Publishers should put aside any prejudices that they might be harboring against Blacks when publishing books that depict them. Books about Blacks should be increasing in large numbers. Larrick (1965) expressed great concern about the number of books about Blacks that get published each year, as she stated:

> I am fearful that the flow of newly published interracial books for children is slowing down. Despite the efforts of the Council on Interracial Books for Children and of many publishers, we do not have enough highly readable, stereotype-free books which will contribute to children's understanding and sympathy toward our multiracial world (p. 4).

Chall, et al. (1976) replicated Larrick's study. The purpose of their study was to determine if there had been any changes in the availability of children's books that project positive images for the young Black reader since the publication of the article by Larrick (1965). In Chall's study, the researchers examined books published from 1973 to 1975. The books were evaluated to determine positive or negative characterization in the areas of authenticity, racism by omission, racial stereotyping, and negative relationships. A question format criteria was devised which included some of the following items: 1. Are Black people portrayed in stereotyped roles as menials and servants, or do they reflect the diversity of American life?; Are Blacks portrayed as being ignorant, lazy, shiftless, savage, backward, superstitious or docile?; 2. Is there a father figure in the home? If not, is there an explanation for his absence?; 3. Do Blacks in the illustrations really look like Black people? Are the Black characters portrayed as white characters painted tan?; 4. Is dialect used as a necessary part of the story? If so, is it accurate? Is it used for Black people, thus setting them apart from the norm?; 5. Is the setting authentic? Are Blacks portrayed as the only minority living in a ghetto setting?; 6. Does the setting help the reader to form a positive image of the character?; 7. Is there a lack of individualization of Black characters to give them human characters?; 8. Does the author set a patronizing or paternalistic tone? Is the character "saved" by the benevolence of a white character?; 9. Would it make you uncomfortable to read the story to Black children? (p. 77-78). They found that the quality and quantity of Black character representation improved but much remained to be done with regard to quality and quantity of the characterization of Blacks.

Broderick (1971) stated that Black characters are pictured in a non-positive manner as they were described in the following:

> Their lips are thick, their noses broad, and instead of hair, their heads are covered with wool, such as you might see on black sheep. This wool is braided and twisted into little knots and strings all over their heads, and bound with bits of red string, or gay looking thread. They think it looks beautiful, but I'm afraid we should not agree with them (p. 699).

Black characters portrayed in this manner depict a misrepresentation of physical appearance. These misrepresentations of Black characters in books have sparked biased consumer reactions.

While acknowledging that stereotyping exists in books portraying Black characters, Broderick stated:

> When black characters were depicted with thick lips, kinky hair (boys) or hundreds of tiny pigtails (girls), when they had protruding eyes, ape-like jaws, and angular bodies, they were representative of that marvelously quaint and curious group known as "colored folk." When depicted with charm and dignity, they were "pleasant," but lacking in "gaiety and spontaneity" (p. 701).

This author stated that in the early 1940's the age of brotherhood began to surface in children's books. According to her, "We are experiencing the 'Black is Beautiful' emphasis as one part of the entire Black power movement. There are still people who believe that this is a fad, and that any day it, too, will fade away" (p. 701).

Kimmell (1970) focused attention on the interrelationship between students' attitudes, values, and the books they read. In addition, the author stated, "Recently it has begun to seem that the belief that a child's attitude can be affected by his reading is considered almost as an act of faith among teachers, librarians, parents, and publishers who have certainly acted on their hopes (p. 209)."

Cohen (1969) examined stereotyping of Blacks from The Bobbsey Twins series, 1904-1968. Cohen discussed his analyses of the book as follows:

> The Bobbsey Twins, or Merry Days Indoors and Out have illustrations that picture Dinah as large, black, kinky-haired, in the Negro mammy tradition. (Sam is not pictured). Dinah speaks with a marked dialect: "I do declar' it looks most tremen'us real," said the cook. "It's a wonder to me yo' chillun can make sech t'ings." ....At this Dinah began to laugh, shaking from head to foot, "Fire enjuns, ain' it Freddie? Recon yo' is gwine to be a fireman when yo' is a man, hey?"...."Dear! dear!" laughed Dinah. "Jess to heah dat now! It's wonderful wot yo' is gwine to be when yo' is big (p. 122)."

This oversimplified dialect could be damaging to the Black child's self-image. The child could possibly conceive the idea that Blacks speak an inferior language.

Haskins and Butts (1973) expounded on the development of dialect. They stated that the slaves came into relatively little contact with whites and the whites they did encounter were overseers who were not particularly articulate. The language of the white overseers was generally nonstandard as compared to that of more affluent whites. Thus the models the Blacks did have were inferiors (p. 38). This implies that some whites speak nonstandard English, but such English is seldom portrayed in books.. Haskins and Butts also stated that:

> During slavery, therefore, a nonstandard dialect developed in the slave subculture and every child born into that subculture learned that dialect. Lack of education and the slaves' particular isolation ensured a self-perpetuating nonstandard dialect. After all, assimilation is the key to acquiring the language system of the dominant culture, as the experiences of other groups new to our shores have proven (p. 39).

They further elaborate on how Blacks survive in a culture that has historically ignored them. According to them, "Blacks have had to develop different ways of living, different ways of eating, different ways of dressing and different modes of speaking as a code. Continued discrimination has been a chief factor in Blacks confinement to ghettos" (p. 39). Additionally, they stated:

> Perhaps the most defining and confining elements in the ghetto subculture is language, for language produces and structures thought. The mode of thought necessary to escape the ghetto is lacking in the ghetto dweller because his language does not conform to what the white man considers proper usage. Different modes of speech produce different modes of thought; hence the inability of two groups who have different modes of speech to communicate effectively (pp. 39-40).

This suggests that Blacks speak an inferior language, and they should be kept and treated as second-class citizens. These contentions are evident in portrayals of Blacks in books written by many authors.

Cohen further discussed the inferior portrayal of Black characters in Merry Days. He described the episode in which Flossie Bobbsey gives an account of a Negro doll's presence in her doll collection:

> Flossie's dolls were five in number. Dorothy was her pride, and had light hair and blue eyes, and three dresses, one of real lace....The fifth doll was Jujube, a colored boy, dressed in a firey suit of red, with a blue cap and real rubber boots. This doll had come from Sam and Dinah (handyman and cook) and had been much admired at first, but was now taken out only when all the others went too.
>
> He doesn't really belong to the family you know, Flossie would explain to her friends. "But I have to keep him, for mamma says there is no colored orphan asylum for dolls"...The dolls were all kept in a row in a big bureau drawer at the top of the house, but Flossie always took pains to separate Jujube from the rest by placing the cover of a pasteboard box between them (p. 123).

Although the Black doll remains in the collection, the treatment it receives is the principle of segregation.

Cohen believes that racial attitudes are formed early in children's lives. To substantiate this belief he said:

> Evidence indicates that the crucial period in the formation and patterning of racial attitudes begins at around the age of four or five. Thus young children have a preconceived idea of the "goodness" of white skin and the "badness" or "dirtiness" of brown skin even before they enter public school. Unfortunately, it is highly probable that when children are in school they will meet in the books they will be exposed to, confirmation in their minds concerning minority groups (p. 120).

The Caucasian race has been viewing Blacks in oversimplified roles for many years. These contentions and beliefs are evident in books children read. Cohen (1969) presents this 1900 patronizing view of Blacks from a speech by Charles T. Hopkins:

> The Negro race is a child race. We are a strong race, their guardians....He (the child: the Negro) only knows how to do those things we teach him to do; it is our Christian duty to protect him....the temperament of the Negro is irrepressibly cheerful, he overflows from his small home and sings and laughs in his streets; no good humor sits upon his countenance, and his squalor is not unpicturesque. A banjo, a mullet supper from time to time, an exciting revival, give him real joys (p. 121).

The article also cites why whites believe that Blacks are an inferior race.

> Thus we find that during the period 1890 - 1908, there was a wide-spread view in the United States that the Negro race was inferior; that the Negro was incapable of self-regulation, self-discipline, or self-care. He was a child who needed the guidance of a more mature and competent (Caucasian) person around him. These attitudes permeate the children's literature of this period (p. 121).

Authors can either foster or hamper a child's positive self-concept. In writing stories and books the author paints pictures in children's minds that linger throughout their childhood. According to Baker (1970), most authors were white in the 1920's and 30's and they possessed little knowledge about the lives of Blacks, and yet they wrote as authorities. Evidence of this was found in Baker's writing:

> No wonder it was an accepted fact in children's books that blacks were lazy, shiftless, lived in shanties, had nothing and wanted nothing, sang and laughed all day. Black writers for children were practically non-existent, and the few who had written reached a very small audience. Consequently, few children knew that blacks lived just as other people lived, having the same aspirations and hopes (p. 79).

According to Hale (1982), Black parents must accept the challenge to foster positive self-concept development in their children. They must foster their children's egos by telling them that they are equal to everyone else. These parents must be prepared to soothe the anxieties that arise in their children when they engage in competition or social comparison with white children.

Baker (1975) noted that Blacks were portrayed in a more positive manner in textbooks after 1965. The "Black is Beautiful" movement was responsible for this change. This movement led to the deletion of stereotyped physical features. The term "Black" denoted color or race and not inferiority. This movement also led to the omission of the terms "colored" and "Negro" in the books (p. 85).

Banks (1975) discussed how the dialect of the Blacks in books in the seventies had been replaced by a form of Black English. To substantiate this observation, Banks (1975) cited June Jordan thus:

> It is true that we need to acquire competence in the language of the powerful; Black children in America must acquire competence in standard English, if only for the sake of self-preservation. But I do not understand how anyone supposes that you will teach a child a new language by scoring and ridiculing and forciby erasing his old first language. All of his names for all the people and events of his black life prior to his entry

> into school....As long as we shall survive Black, in this white America, we and our children require and deserve the power of Black language, Black history, Black literature, as well as the power of standard English, standard history, and standard white literature (p. 85).

This should suggest to authors that Black children need to read about their race without its being stereotyped with dialect. Authors need to realize that Black English is a part of a Black heritage and it should not be ridiculed in books so as not to stifle the Black child's image of Black people.

Sims (1983) contends that children's fiction is still largely white in terms of character, authors, and audiences for whom the books are written. "But thanks to a small group of fairly prolific Black writers," he noted, "we are no longer where we once were--though not yet where we ought to be" (p. 650).

Sims further noted the damage of blatant stereotypes and laughable images of Blacks in literature:

> Since literature is one of the important vehicles through which we socialize children and transmit our cultural values to them, stereotyping damages Black and White children alike. White children, finding in the pages of books only others like themselves, come to believe in an inherent "rightness of whiteness" that grants to other races no important place or function

> in the society. Exposed only to ludicrous or pathetic images of blacks, white children absorb even more deeply the poison of racism--and grow to perpetuate this evil for yet another generation (p. 650).

In order to evaluate and analyze the contents of the newer books in print, Sims (1983) conducted a study of 150 books of contemporary realistic fiction about Blacks published since 1965 and appropriate for children preschool age through junior high school. The analysis focused on the following newer issues:

> 1. The matter of audience. Being talked about is different from being talked to, and the choice of black or white readers as the primary audience has a clear effect on the way an author presents characters and events.
> 2. The author's interpretation of the term "Afro American Experiences." The extent to which a reader can find his or her own life experiences mirrored in a book may depend in large measure on whether the author has attempted to reflect a distinctive cultural experience (and how positively or negatively that experience is portrayed) or whether the author has simply presumed that the U. S. is characterized by cultural homogeneity.
> 3. The author's prespective as an "insider" or an outsider in relation to the cultural group that the book portrays (p. 651).

By analyzing the books in terms of those three issues, the books were placed into three categories: (1) the social conscience books, (2) the melting pot books, and (3) the culturally conscious books.

Sims further elaborated on the books in his sample, stating that among the books published from the mid-seventies on, the vast majority were in the cultural conscious category (p. 65). He further espounded on the aforementioned books and described them as:

> The books most clearly intended primarily for an Afro-American audience, most determinedly mirroring--or even celebrating--a distinct Afro-American culture, and most frequently reflecting an Afro-American cultural perspective. As with all good fiction, the best of these culturally conscious books also touch on human universals that have meaning for readers of other ethnic or racial backgrounds. These books have become the core of an emergent Afro-American children's fiction (p. 653).

This study might encourage more prolific writers to write stories with themes that reflect everyday living with the Black characters portraying positive role models for both the Black and whites audience. Until all writers write books that portray Black characters with non-stereotyped roles, all races will probably view Blacks as inferior.

According to Werner (1968), the nuances of everyday language are crucial to building the Black child's self-concept (p. 57). In the process of handling so many books, Werner elaborated on her findings in some of the books:

> I have encountered a number of children's books which, probably accidentally, provide an opportunity for children to see black as a symbol of beauty and bravery, and to identify with a Black hero. Mother Goose tells of one little lamb, who instead of being a "black sheep," is the generous provider of three bags of wool. Tico, in Leo Lionni's book, does not find happiness until he is a replacement with real black feathers soft as silk (p. 67).

These positive images of Blacks in children's literature constitute a step towards children's learning that black can be beautiful. The white race, as well, could benefit from reading this non-stereotyped literature; reading this positive literature could expand their knowledge about the way Blacks actually exist.

Books are sometimes banned because they portray Blacks in a negatively stereotyped manner. According to Tyndall (1981), there are five simple questions we should ask ourselves when considering books concerning Blacks: 1. "Does the book honestly portray the people? 2. Does the book rely on caricature and stereotype of Black Americans in its illustrations? 3. Do Blacks occupy menial positions in the story? 4. If the author is attempting to use dialect, does he represent it accurately? 5. Does the author avoid using words that carry negative connotations for Blacks? (p. 8). He further cited a criteria by Rudman (1976) for evaluation of children books; the list included the following: 1. Check the illustrations, 2. Check the story line, 3. Consider the effects of the book on the child's self-image and self-esteem, 4. Consider the author's or illustrator's qualifications, 5. Look at the copyright date, 6. Determine the author's perspective, 7. Note the setting, 8. Note the heroes and heroines (p. 17). This criteria should be beneficial to anyone in acquiring books that are free of negative stereotypes.

Bresnahan (cited in Tyndall, 1976) noted that many books about Blacks carry two dominate themes, that of the fatherless Black family and that of interracial harmony of friends, marriages, and neighborhoods. She further noted that some books depict Black men as shiftless heads-of-households. All of this is inspite of the fact that some white families are without fathers and that some white males are shiftless heads-of-households. This implies that Blacks are inferior to whites because Blacks are negatively portrayed in books in this manner while the whites experience the same situation, and they are portrayed positively.

SUMMARY

The review of literature showed that:

1. Many of the Black characters in children's literature have been presented in a negatively stereotyped manner.
2. While some progress has been made in publishing more positive materials, there is still not a significant number of books concerning Blacks when compared to the total number being published.
3. Multiracial materials have shown positive results in increasing better images and understanding of Blacks.
4. In literature Black characters need to be presented in a more positive and realistic manner.

CHAPTER III

DESCRIPTION OF METHOD

Introduction

The purpose of this study was to determine if Black characters are portrayed in a negatively stereotyped manner in the Caldecott and Newbery award or honor books that have predominant Black characters from the period 1963 to 1983. The chapter is divided into the following sections: introduction, description of books reviewed, physical description, language usage, status in the community, and analysis of data.

Description of Books Reviewed

Twenty-one books were chosen to be examined in this study from the Caldecott and Newbery award and honor books from the period of 1963 to 1983. The Newbery and Caldecott winning books have been cited as the most outstanding examples of good children's literature written or illustrated by Americans.

Sutherland and Arbuthnot (1977) gave a brief history of the Newbery Medal as:

> Frederic G. Melcher, editor of Publishers' Weekly Magazine, donated and named this award as a tribute to John Newbery (1713 - 1967), the first English publisher of books for children. Beginning in 1922 and every year since, the Newbery Medal has been given by an awards committee of the Children's

> Services Division of the American Library Association to the author of the most distinguished contribution to literature for children published in the United States during the preceding year. The author must be a citizen or resident of the United States (p. 652).

They also described the history of the Caldecott Medal as:

> An award named in honor of Robert Caldecott (1846 - 1886), the English illustrator whose pictures still delight children. In 1937, Frederic G. Melcher, the American editor and publisher who had conceived the idea of the Newbery Medal some years earlier, proposed the establishment of a similar award for picture books, and since 1938, the Caldecott Medal has been awarded annually by an awards committee of the American Library Association's Children's Services Division to the illustrator of the most distinguished picture book for children published in the United States during the preceding year. The award is limited to residents or citizens of the Unites States (p. 654).

The investigator examined the listed Caldecott or Newbery award and honors books for the period of 1963 to 1983; twenty-one books met the criteria of this study. The criteria used for the selection of the twenty-one books was the presence of a significant Black character.

As illustrated by Table 1, there were seven Caldecott books chosen for this study.

Table 1

Caldecott Award or Honor Books 1963 - 1983

Title	Year	Category	Purpose
The Snowy Day	1963	Award	Story Book
Goggles!	1970	Honor	Story Book
A Story - A Story	1971	Honor	Story Book
Moja Means One: Swahili Counting Book	1972	Award	Educational Book
Jumbo Means Hello	1975	Honor	Educational Book
Ashanti to Zulu: African Traditions	1977	Award	Educational Book
Ben's Trumpet	1982	Honor	Story Book

As noted by the above table, three of the books won the Caldecott award (The Snowy Day, Moja Means One: Swahili Counting Book, and Ashanti to Zulu: African Traditions). and four (Goggles!, A Story - A Story, Jumbo Means Hello, and Ben's Trumpet) were cited as honor books.

Fourteen books selected for the study were Newbery winners. This is indicated in Table 2.

Table 2

Newbery Award or Honor Books 1963 - 1983

Title	Year	Category	Purpose
I Juan de Pareja	1965	Honor	Story Telling
The Jazz Man	1967	Honor	Story Telling
Jennifer, Hecate, Macbeth, William McKinley and Me, Elizabeth	1968	Honor	Story Telling
The Egypt Game	1968	Honor	Story Telling
To Be A Slave	1969	Honor	Historical Cultural Information
Sounder	1970	Award	Story Telling
The Planet of Junior Brown	1972	Honor	Story Telling
The Slave Dancer	1974	Award	Story Telling
Philip Hall Likes Me, I Reckon, Maybe	1974	Honor	Story Telling
M. C. Higgins, the Great	1975	Award	Story Telling
The Hundred Penny Box	1976	Honor	Story Telling
Roll of Thunder Hear My Cry	1977	Honor	Story Telling
The Great Gilly Hopkins	1979	Honor	Story Telling
Sweet Whispers Brother Rush	1982	Honor	Story Telling

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The Egypt Game	1968	Honor	Story Telling
To Be A Slave	1969	Honor	Historical Cultural Information
Sounder	1970	Award	Story Telling
The Planet of Junior Brown	1972	Honor	Story Telling
The Slave Dancer	1974	Award	Story Telling
Philip Hall Likes Me, I Reckon, Maybe	1974	Honor	Story Telling
M. C. Higgins, the Great	1975	Award	Story Telling
The Hundred Penny Box	1976	Honor	Story Telling
Roll of Thunder Hear My Cry	1977	Honor	Story Telling
The Great Gilly Hopkins	1979	Honor	Story Telling
Sweet Whispers Brother Rush	1982	Honor	Story Telling

As evidenced on page 44, three are Newbery award books (Sounder, The Slave Dancer, and M. C. Higgins, the Great) and eleven are honor books (I Juan de Pareja, The Jazz Man, Jennifer, Hecate, Macbeth William McKinley and Me, Elizabeth, The Egypt Game, To Be A Slave, The Planet of Junior Brown, Philip Hall Likes Me, I Reckon, Maybe, The Hundred Penny Box, Roll of Thunder Hear My Cry, The Great Gilly Hopkins, and Sweet Whispers, Brother Rush).

The preceding tables denoted the Caldecott and Newbery award and honor books used in the study, the year they won or were cited, the category of the award, and the purpose of the book.

The specific concern was the negative stereotyping of Black characters in relationship to physical description, language usage and status in the community.

Utilization of the checklist adopted by Napier and questions devised by the researcher for the three categories-- physical description, language usage, and status in the community provided the criteria for determining negative stereotyping in the books. A panel of experts reviewed the checklists to assure face validity (see Appendix D).

Physical Description

The physical description of Black characters in the reviewed books addressed visible physical appearance and verbal physical appearance. The items used in this category to denote whether or not negative stereotyping occurred were: kinky hair, unusually wide nose, unusually big lips, fat, jolly "mammy" type females, big feet, natural rhythm, dress style, and other physical dimensions. An "X" was placed beside each main Black character and the item with the occurence of negative stereotyping (See Figure 1).

Figure 1

I. Physical Description

x indicates a "yes" response

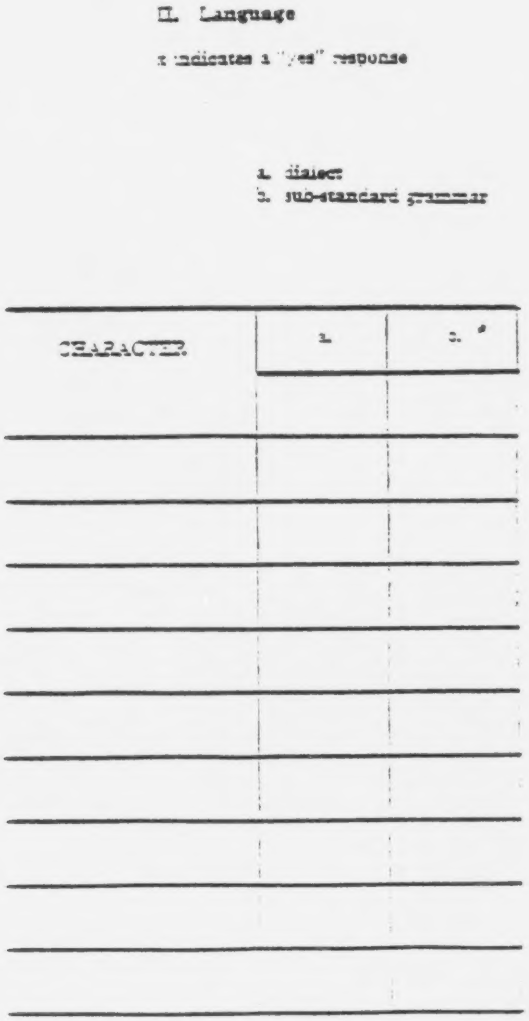
a. kinky hair
b. unusually wide nose
c. unusually big lips
d. fat, jolly "mammy" type females
e. big feet
f. rhythm (natural)
g. dress style
h. other physical dimensions

CHARACTER	a.	b.	c.	d.	e.	f.	g.	h.

Language Usage

The language usage of Black characters in the analyzed books was examined for negative stereotypes. This category specifically addressed negative stereotyping of Black characters language in regard to sub-standard grammar and dialect. The symbol "X" which was placed beside each Black main character's language and item listed denoted negative stereotyping in that area (See Figure 2).

Figure 2



II. Language

x indicates a "yes" response

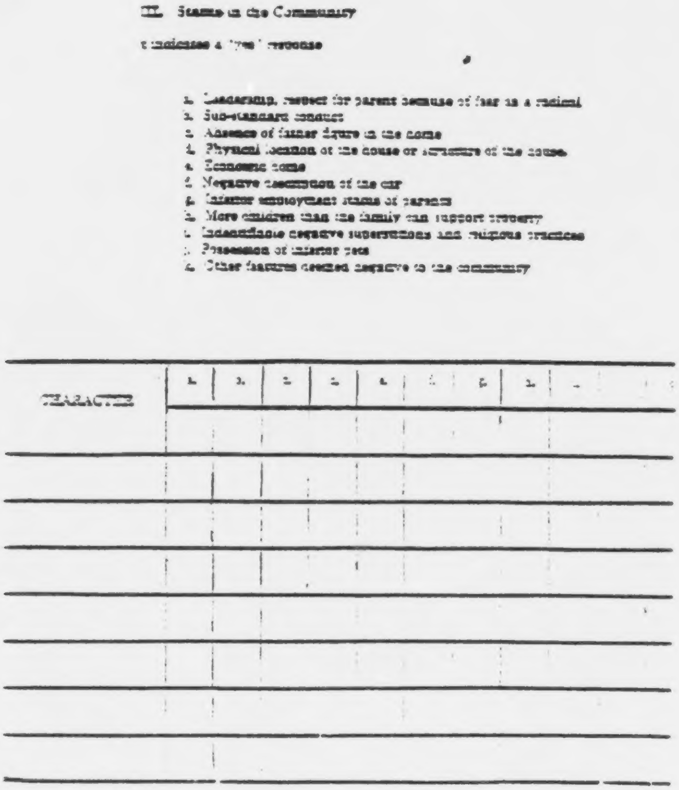
a. dialect
b. sub-standard grammar

CHARACTER	a.	b.

Status In Community

Each main Black character's status in the community was assessed in the books reviewed. The checklist used for the assessment included the following items: leadership, respect for parent because of fear as a radical, sub-standard conduct, absence of the father figure in the home, physical location of the house or structure of the house, economic home, negative description of the car, inferior employment status of parents, more children than the family can properly support, identifiable negative superstitions and religious practices, possession of inferior pets, and other features deemed negative to the community. The symbol "X" was placed beside the item and the main Black character possessing the negative stereotyping (See Figure 3).

Figure 3



III. Status in the Community

X indicates a "yes" response

1. Leadership, respect for parent because of fear as a radical
2. Sub-standard conduct
3. Absence of father figure in the home
4. Physical location of the house or structure of the house
5. Economic home
6. Negative description of the car
7. Inferior employment status of parents
8. More children than the family can support properly
9. Identifiable negative superstitions and religious practices
10. Possession of inferior pets
11. Other features deemed negative to the community

CHARACTER	1	2	3	4	5	6	7	8	9	10	11

Analysis of Data

The criteria chosen for evaluating the books analyzed in the study was developed from Napier's guide and through reading and observation of Black characters in children books. Similarly, MacCann and Woodard (1977) expound on a criteria for judging a book that involves Blacks thus:

1. Is the book written so that a Black perspective has been taken into consideration?
2. What is the dimension of Blackness in the book?
3. How responsible is the author in dealing with problems and issues?
4. Do the Black characters look like human beings?
5. Will the young reader know that he is looking at a Black person...or do the characters resemble Caucasians in blackface?
6. Is the Black character portrayed as a unique individual or as a representative of a group?
7. Does the clothing or behavior seem to perpetuate the stereotypes about Blacks being primitive or submissive?
8. Is the story romanticized, glamorized, or glorified?
9. Is the setting authentic?
10. Does the author set a patronizing or paternalistic tone?
11. Is a Black character used as a vehicle to get a point across so that he becomes a tool of literary exploitation and acts artificial rather than real?
12. How are Black characters shown in relationship to white characters and vice versa?

13. If any dialect or slang is used, does it have a purpose?
14. How accurate is the story if it deals with historical or factual events?
15. In a biography, is the personality as well as the accomplishments of the main characters shown?
16. How much does this book free the child from the white-centered middle class world with its connotation of superiority? (pp. 113-119).

Each book was examined by the investigator to determine the frequency of occurrence of stereotypes denoted by the checklists. See Appendices E thru J for individual book analysis.

A panel of experts examined the books individually to check for content (face) validity. When a difference of opinion occurred discussion was held, and a decision agreed upon (see Appendix K).

A category was deemed negatively stereotyped when at least fifty percent of the items were checked denoting negative stereotypes. A book was classified as negatively stereotyped when two of the three categories were assessed as portraying Black characters with negative stereotyping.

CHAPTER IV

FINDINGS OF THE STUDY

This chapter will report the finding of the study by an analysis of the books examined and by reporting and answering the study's questions.

Part I

ANALYSIS OF EXAMINED BOOKS

As previously noted there were seven Caldecott honor or award books examined for this study: A Snowy Day, Goggles!, A Story - A Story, Moja Means One, Jamba Means Hello, Ashanti To Zula: African Traditions and Ben's Trumpet.

There was evidence of negative stereotyping in the area of physical description in The Snowy Day. The illustrations show Peter with an unusually large head and black straight hair. Peter's mother is illustrated as an extremely fat woman. Her facial features are indeterminable because her face is drawn as a brown blank space.

In Goggles!, evidence of negative stereotyping was found in physical appearance and status in the community. Peter and Archie are portrayed having unusually large heads and lips. The setting of the story is a poverty neighborhood as illustrated by: the presence of graffitti, crowded, dilapidated buildings, unkempt vacant lots, garbage cans and general disorder. The big boys had substandard conduct, as illustrated: "Suddenly some big boys appeared. 'Give us those goggles kid.' Peter stuffed the goggles into his pocket and put up his fists....the next thing he knew he was knocked to the ground (p. 5-8)."

In A Story - A Story, the language usage is standard and acceptable. Although the illustrations are symbolic rather than realistic, the researcher classified the book as negatively stereotyped in the area of physical description. Some of the characters were portrayed with over-emphasized physical features.

In Moja Means One: The Swahili Counting Book, the people are portrayed with unusually wide noses, unusually big lips and unusually big hips. The women are portrayed as fat jolly "mammy" type females.

This book was classified as negatively sterotyped in physical description.

In Jambo Means Hello, the characters are portrayed with exaggerated Black physical characteristics; therefore, the researcher classified this book as negatively sterotyped in the area of physical description.

Ashanti to Zulu: African Traditions portrays the people in some tribes having extremely large noses, lips, and ears. Some tribes are shown with very little clothing on and the women are portrayed as fat. However, these tribes are illustrated realistically according to their respective cultures. The researcher did not classify the book as negatively stereotyped.

In Ben's Trumpet, Ben, the mother, and baby brother are portrayed with kinky hair. The mother had a rag tied on her head and sat on an old couch. The baby is portrayed with very little clothing.

The book also shows the house located in a ghetto area with alleys, night clubs, and dimly lighted areas on the street. Ben is portrayed occasionally as speaking substandard grammar.

The father is portrayed drinking an alcoholic beverage as he and his friends gamble at the table. The table where they were sitting contains poker chips, money, playing cards, and cigarettes. The researcher classified this book as negatively stereotyped.

As noted earlier there were fourteen Newbery award or honor books examined in this study. They were as follows: I, Juan de Pareja, The Jazz Man, Jennifer, Hecate, MacBeth, William McKinley and Me, Elizabeth, The Egypt Game, Sounder, The Planet of Junior Brown, The Slave Dancer, M. C. Higgins, the Great, Philip Hall Likes Me, I Reckon, Maybe, The Hundred Penny Box, Roll of Thunder, Hear My Cry, The Great Gilly Hopkins, Sweet Whispers, Brother Rush and To Be A Slave.

In I, Juan de Pareja, evidence of negative stereotyping was found in the language usage by Lolis. She was portrayed as speaking substandard grammar and dialect. The book portrayed Juan and Lolis as slaves, but they later gained their freedom and married each other.

It was noted that negative stereotyping was apparent in physical description of The Jazz Man. References were made numerous times to Zeke and his father as having kinky hair, which was further emphasized through the illustrations. Neither Zeke nor his mother are portrayed speaking substandard grammar or dialect, but Zeke's father and the neighbors who visit Zeke speak substandard grammar. However, these incidents were not frequent to the extent that stereotyping in language usage was dominant. Stereotyping in the area of status in the community was very apparent. The living conditions were substandard, as evidenced by the following description of the entrance to the home: "The long dark flight of stairs in the Harlem house make Zeke's legs ache....the five long flights were a killer....they still tired out his Mama's feet....(p. 4)."

The substandard condition of the buildings was also evident: "Then suddenly down below with a wild clatter of garbage cans, a wind swept through the narrow court, and the old building shook and the floor trembled (p. 30)."

The father had inferior employment, which met with disapproval from the mother. 'She hated the kind of jobs Zeke's daddy got, too. He liked jobs with life and movement in them - driving trucks or running elevators or following the races. "....I just don't understand," Zeke's mother would say, "other men get steady jobs (p. 23)."

Substandard conduct was exhibited by the mother and the father. The mother abandoned the family, as evidenced by the following: "When it began to get dark, he got behind the door waiting to jump out at her when she came in, loaded with groceries. But all the time he knew deep inside she wouldn't come (p. 25)." The father eventually began to drink and later abandoned the child.

In Jennifer, Hecate, Macbeth, William McKinley, and Me, Elizabeth, the researcher did not find evidence of negative stereotyping. There was only one Black character in the book, a girl name Jennifer.

To Be a Slave had evidence of dialect and substandard grammar, but not for the purpose of negative stereotyping. The book contains oral records of the history of a people and their struggle as slaves.

Sounder had evidence of negative stereotyping in all three areas: physical description, language usage, and status in the community. This book was classified as negatively stereotyped.

In The Egypt Game, there was not any evidence of negative stereotyping.

The Planet of Junior Brown showed evidence of negative stereotyping in the area of language usage. The researcher did not find evidence of negative stereotyping in the areas of physical description and status in the community.

In The Slave Dancer, the slaves were totally dehumanized. There is evidence of negative stereotyping in physical description, in language usage and status in the community.

In Philip Hall Likes Me, I Reckon, Maybe, all Black characters were portrayed as speaking substandard grammar and dialect. Evidence of negative stereotyping was also found in physical description. The book was classified as negatively stereotyped.

There was evidence of negative stereotyping in M. C. Higgins.

the Great in regard to language usage, and status in the community. The book was classified as negatively stereotyped.

The researcher also classified The One Hundred Penny Box as negatively stereotyped. The book was negatively stereotyped in the areas of physical description and language usage.

In Roll of Thunder, Hear My Cry, there is evidence of negative stereotyping in physical description on the cover of the book, which depicts a Black girl with kinky braided hair. The book does negatively stereotype all the Black characters in language usage. It also negatively stereotypes a significant Black character's status in the community - T. J.'s suspected stealing behavior.

In The Great Gilly Hopkins, there was not any evidence of negative stereotyping in any of the three categories.

In Sweet Whispers,Brother Rush, all Black characters were portrayed as speaking substandard grammar and dialect. There was also evidence of negative stereotyping in physical description and status in the community.

Summary of Part I

There was evidence of negative stereotyping in the Black characters' physical appearances in all seven of the Caldecott and in eight of the Newbery books. The Black characters' language had evidence of being negatively stereotyped in one Caldecott and in ten Newbery winners. Two Caldecott and eight Newbery books had evidence of the Black characters' status in the community as being negatively stereotyped.

Part II

QUESTIONS ANSWERED

Question 1. Are Black characters negatively stereotyped in regard to physical description in the Caldecott and Newbery award and honor books from the period 1963 to 1983? Based on the following discussion and charts the answer to this question is yes.

Five of the Caldecott Award winners examined (Table 3) used better than 50% of the negatively stereotyped physical descriptions for the major Black characters. A Story - A Story had four Black characters, 100% of whom possessed one or more negatively stereotyped physical characteristics. Fifty percent of the negatively stereotyped physical description categories were scored for this book: (kinky hair, etc., etc.). Moja Means One had fifty-two major Black characters, 100% of whom possessed one or more negatively stereotyped physical characteristics. Fifty percent of the negatively stereotyped physical description categories were scored for this book: (kinky hair, etc., etc.). Jambo Means Hello had one-hundred fifty-seven major Black characters, 100% of whom possessed one or more negatively stereotyped physical characteristics. Fifty percent of the negatively stereotyped physical description categories were scored for this book: (kinky hair, etc.). Ashanti to Zulu: African Traditions had twenty-six major Black characters, 100% of whom possessed one or more negatively stereotyped physical characteristics.

Part II

QUESTIONS ANSWERED

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Fifty percent of the negatively stereotyped physical description categories were scored for this book: (kinky hair, etc.). Moja Means One, Jambo Means Hello, and Ashanti to Zulu: African Traditions were written to portray African culture, history and traditions.

Table 3
Caldecott Award and Honor Books
Physical Descriptions

Title	Total Number of Black Characters	% Black Characters Negatively Stereotyped	Physical Descriptions A	B	C	D	E	F	G	H	% of Stereotyped Categories Scored
A Snowy Day	2	100%				x			x	x	38%
Goggles!	3	100%			x				x	x	38%
A Story - A Story	4	100%	x	x	x					x	50%
Moja Means One	52	100%		x	x	x				x	50%
Jambo Means Hello	137	100%		x	x	x				x	50%
Ashanti to Zulu: African Traditions	26	100%	x	x	x					x	50%
Ben's Trumpet	3	100%	x	x	x	x				x	63%

Two of the Newbery Award winners examined (Table 4) used better than 50% of the negatively stereotyped physical descriptions for the major Black characters. Philip Hall Likes Me, I Reckon, Maybe had seven major Black characters, 57% of whom possessed one or more negatively stereotyped physical characteristics. Seventy-five percent of the negatively stereotyped physical description categories were scored for this book: (kinky hair, unusually wide nose, unusually big lips, fat jolly "mammy" type females, big feet, rhythm (natural), dress style, and other physical dimensions. The Hundred Penny Box had four Black major characters, 100% of whom possessed one or more negatively stereotyped physical characteristics. Sixty-three percent of the negatively stereotyped physical description categories were scored for this book: (kinky hair, etc., etc., etc.).

Table 4
Newbery Award or Honor Books
Physical Description

Title	Total Number of Black Characters	% Black Characters Negatively Stereotyped	Physical Description A	B	C	D	E	F	G	H	% of Stereotyped Categories Scored
I, Juan de Pareja	2	0%									0%
The Jazz Man	5	60%	x	x	x						30%
Jennifer, Hecate, Macbeth, William, McKinley, and me, Elizabeth	1	0%									0%
The Egypt Game	1	0%									0%
Sounder	3	100%							x		13%
The Planet of Junior Brown	5	0%									0%
The Slave Dancer	1	100%							x	x	25%
M.C. Higgins the Great	6	17%							x		13%
Philip Hall Likes Me, I Reckon, Maybe	7	57%	x	x	x	x			x	x	75%
The Hundred Penny Box	4	100%	x	x	x	x			x		63%
Roll of Thunder Hear Me	11	9%	x								13%
The Great Gilly Hop	2	0%									0%
Sweet Whisper Bro. Rush	4	50%		x	x						25%
To Be a Slave		0%									0%

Question 2. Are Black characters negatively stereotyped in regard to language usage in the Caldecott and Newbery award and honor books from the period 1963 to 1983? Based on the following discussion and charts the answer to this question is yes.

Ben's Trumpet was the only Caldecott winner classified as negatively stereotyped in the language usage category. (See Table 5). The book had three major Black characters, 33% of whom possessed one or more negatively stereotyped language usage.

Table 5
Caldecott Award and Honor Books
Language Usage

Title	Total Number of Black Characters	% Black Characters Negatively Stereotyped	Language A	Language B	% of Stereotyped Categories Scored
A Snowy Day	2	0%			0%
Goggles!	5	0%			0%
A Story - A Story	4	0%			0%
Moja Means One	32	0%			0%
Jambo Means Hello	157	0%			0%
Ashanti to Zulu: African Traditions	26	0%			0%
Ben's Trumpet	3	33%		x	50%

Ten of the Newbery Award winners examined (Table 6) were classified as negatively stereotyped, eight of which portrayed 50% or more of their Black characters as using poor grammar as well as stereotyped Black English dialect. To Be A Slave has presence of dialect and substandard grammar, but not for the purpose of negative stereotyping. The book contains oral records of the history of a people and their struggle as slaves. The Jazz Man had five major Black characters, sixty percent of whom possessed one or more negatively stereotyped language usage characteristics. One hundred percent of the negatively stereotyped language categories were scored for this book: (substandard grammar and dialect). Sounder had three major Black characters, 100% of whom possessed one or more negatively stereotyped language usage characteristics. One hundred percent of the negatively stereotyped language categories were scored for this book: (substandard grammar and dialect). The Planet of Junior Brown had five major Black characters, 60% of whom possessed one or more negatively stereotyped language usage characteristics. One hundred percent of the negatively stereotyped language categories were scored for this book: (substandard grammar and dialect). The Slave Dancer had one major Black character, 100% of whom possessed one or more negatively stereotyped language usage characteristics. Fifty percent of the negatively stereotyped language categories were scored for this book: (substandard grammar and dialect).

M. C. Higgins, the Great had six major Black characters, 17% of whom possessed one or more negatively stereotyped language usage characteristics. Fifty percent of the negatively stereotyped language categories were scored for this book: (substandard grammar and dialect). Philip Hall Likes Me, I Reckon, Maybe had seven major Black characters, 86% of whom possessed one or more negatively stereotyped language usage characteristics. One hundred percent of the negatively stereotyped categories were scored for this book: (substandard grammar and dialect). The Hundred Penny Box had four major Black characters, 50% of whom possessed one or more negatively stereotyped language usage characteristics. Fifty percent of the negatively stereotyped categories were scored for this book: (substandard grammar and dialect). Roll of Thunder, Hear My Cry had eleven major Black characters, 100% of whom possessed one or more negatively stereotyped language usage characteristics. One hundred percent of the negatively stereotyped categories were scored for this book: (substandard grammar and dialect). Sweet Whispers, Brother Rush had four major Black characters, 100% of whom possessed one or more negatively stereotyped language usage characteristics. One hundred percent of the negatively stereotyped categories were scored for this book: (substandard grammar and dialect).

Table 6
Newbery Award or Honor Books
Language Usage

Title	Total Number of Black Characters	% Black Characters Negatively Stereotyped	Language A	Language B	% of Stereotyped Categories Scored
I, Juan de Pareja	2	50%	x	x	100%
The Jazz Man	5	60%	x	x	100%
Jennifer, Hecate, Macbeth, William McKinley, and me, Elizabeth	1	0%			0%
The Egypt Game	1	0%			0%
Sounder	3	100%	x	x	100%
The Planet of Junior Brown	5	60%	x	x	100%
The Slave Dancer	1	100%		x	50%
M.C. Higgins the Great	6	17%	x		50%
Philip Hall Likes Me, I Reckon, Maybe	7	86%	x	x	100%
The Hundred Penny Box	4	50%	x	x	100%
Roll of Thunder Hear My Cry	11	100%	x	x	100%
The Great Gilly Hopkins	2	0%			0%
Sweet Whisper, Brother Rush	4	100%	x	x	100%
To Be a Slave					

Question 3. Are Black characters negatively stereotyped in regard to status in the community in the Caldecott and Newbery award and honor books from the period 1963 to 1983? Based on the following discussion and charts, the answer to this question is no for the Caldecott books and yes for the Newbery books.

Although Goggles! and Ben's Trumpet showed some degree of negative stereotyping with respect to their status in the community, none of the Caldecott Award or Honor Books (Table 7) were rated overall as being negatively stereotyped.

Table 7
Caldecott Award and Honor Books
Status in the Community

Title	Total Number of Black Characters	% Black Characters Negatively Stereotyped	Community Status Category A	B	C	D	E	F	G	H	I	J	K	% of Stereotyped Categories Scored
A Snowy Day	2	0%												0%
Goggles!	5	60%		x		x	x							28%
A Story - A Story	4	0%												0%
Moja Means One	52	0%												0%
Jambo Means Hello	157	0%												0%
Ashanti to Zulu: African Traditions	26	0%												0%
Ben's Trumpet	3	100%					x							9%

M. C. Higgins, the Great was the only Newbery winner (Table 8) classified as negatively stereotyped. The book had six major Black characters, 50% of whom possessed one or more negatively stereotyped status in the community characteristics. Fifty-five percent of the negatively stereotyped categories were scored for this book: (leadership, respect for parent because of fear as a radical, substandard conduct, absence of father figure in the home, physical location of the house or structure of the house, economic home, negative description of the car, inferior employment status of parents, more children than the family can support properly, identifiable negative superstitious and religious practices, possession of inferior pets, and other features deemed negative to this study.

Table 8
Newbery Award or Honor Books
Status in the Community

Title	Total Number of Black Characters	% Black Characters Negatively Stereotyped	Community Status Category											% of Stereotyped Categories Scored
			A	B	C	D	E	F	G	H	I	J	K	
I, Juan de Pareja	2	100%							x				x	18%
The Jazz Man	5	100%		x		x			x					27%
Jennifer, Hecate, Macbeth, William McKinley, and me, Elizabeth	1	0%												0%
The Egypt Game	1	0%												0%
Sounder	3	100%				x							x	18%
The Planet of Junior Brown	5	0%												0%
The Slave Dancer	1	100%											x	9%
M.C. Higgins the Great	6	50%	x	x		x	x		x				x	55%
Philip Hall Likes Me, I Reckon, Maybe	7	0%												0%
The Hundred Penney Box	4	50%		x							x			18%
Roll of Thunder Hear My Cry	11	9%		x										9%
The Great Gilly Hopkins	2	0%												0%
Sweet Whisper, Brother Rush	4	100%		x	x				x				x	36%
To Be a Slave														

Summary of Part II

The questions posed in Chapter I of this study has been answered in Part II of this chapter.

There was evidence of negative stereotyping of Black characters in all three of the categories: physical description, language usage and status in the community. There appeared to be more evidence of negative stereotyping of physical description in the Caldecott award and honor books. The Newbery award and honor books appeared to have more evidence of negative stereotyping in the categories of language usage and status in the community.

A total of four books analyzed in this study considering all categories (physical description, language usage and status in the community) were classified as negatively stereotyped. This is evidenced in Table 9.

Table 9
Negatively Stereotyped
Caldecott and Newbery Award and Honor Books
1963 - 1983

Title	Type	Physical	Language	Status
Ben's Trumpet	Caldecott Honor	53%	50%	9%
Philip Hall Likes Me, I Reckon, Maybe	Newbery Honor	75%	100%	10%
The Hundred Penny Box	Newbery Honor	63%	100%	18%
M. C. Higgins, The Great	Newbery Award	13%	50%	55%

Of the books analyzed, only one Caldecott book, Ben's Trumpet, was negatively stereotyped. in two or more of the three categories. The negatively stereotyped categories were physical description and language usage.

From the twenty-one books analyzed in the study, only three Newbery winners were classified as negatively stereotyping Black characters. Philip Hall Likes Me, I Reckon, Maybe and The Hundred Penny Box were judged as negatively stereotyping Black characters in the areas of physical description and language usage. M. C. Higgins, the Great had evidence of negative stereotyping in the areas of language usage and status in the community.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to determine if Black characters are portrayed in a negatively stereotyped manner in the Caldecott and Newbery award or honor books from the period of 1963 to 1983. The review of related literature revealed that Black characters in children's books are often negatively stereotyped.

Rationale. According to Hunter (1972) some Black children are not reading because they are not being given reading materials which interest them but materials which insult them. King (1972) and Hunter (1972) have noted that perhaps horrendous books that are being forced on the Black child are due to racism that is inherent in America and its institutions, and that the problem is intensified by publishers who want to capitalize on the surge of Black awareness. It is important for all people to be aware of the negative stereotypes that are found in children's literature before children can be further damaged.

The Problem. This study was designed to determine if Black characters are portrayed in a negatively stereotyped manner in the Caldecott and Newbery award or honor books from the period of 1963 to 1983 and sought to answer the following questions:

1. Are Black characters negatively stereotyped in regard to physical description?
2. Are Black characters negatively stereotyped in regard to language usage?
3. Are Black characters negatively stereotyped in regard to status in the community?

The Sample. The sample of this study was twenty-one books which portrayed Black characters in significant roles that were chosen from the Caldecott and Newbery awards and honor books from a twenty-year period (1963-1983).

Procedure. Each book chosen for this study was examined to determine if Black characters were portrayed in a negatively stereotyped manner. A checklist that was adopted from the Napier study and the research questions of this study were employed to review each book individually.

Analysis of Data. After each book was reviewed, each main character was subjected to a checklist composed of three categories (physical description, language, and status in the community). A tally of the presence and frequency of occurrence of each negative stereotyping category was kept. Percentage indicators was done to determine the classification of each book in regard to negative stereotyping.

Findings. Of the twenty-one books analyzed in this study, one Caldecott winner (Ben's Trumpet) and three Newbery winners (Philip Hall Likes Me, I Reckon, Maybe, The Hundred Penny Box and M. C. Higgins, The Great) were classified as being negatively stereotyped toward Blacks. Five Caldecott and two Newbery winners examined used better than 50% of the negatively stereotyped physical descriptions for the Black characters. One Caldecott and two Newbery winners examined were classified as negatively stereotyped in language usage. None of the Caldecott and one Newbery winner were classified as negatively stereotyped in status in the community.

Conclusions

Although some children's books that were written in recent years still portray Black characters in negatively stereotyped manners, an increasing number of writers are portraying Black characters positively in books. Efforts have been made to correct the crisis in children's books due to the portrayal of Black characters in a negative manner. There is still a need to make all people aware of the racism in children's books.

In the past, it was the practice of writers to choose a few physical features, which to Blacks and many whites, were negative and depict all Black characters with these features, ommitting vast sections of the population whose features differ. Today the practice of many writers is to be objective or realistic in the physical portrayal of Black characters.

Determining if language usage is negatively stereotyped is a concern when examining books for children. Some linguists (Labou, 1972, Goodman, 1969 and Cleland, 1974) believe that Black English is as logical and "good" as standard English and therefore would not view the usage of Black English in children's books in a negative manner. If the Black English is written in a form that deviates from the Black English spoken by many Black people at the present time, it may be viewed as negatively stereotyped.

Roger D. Abrahams and Geneva Cay (1972) commented on the use of Black dialect in the community and its significance in the following:

> The black dialect in the largest sense plays a fundamental role in the process of survival in ghetto neighborhoods, in addition to being the basis of acquiring leadership, status, and success. The popular belief that it takes brute physical strength to survive in the ghetto is a myth. It may help some to endure temporarily, but fists alone are not the answer to survival. Survival is based on one's versatility and adaptness in the use of words. The man of words is the one who becomes the hero to the ghetto youth. These persons in the spotlight are dynamic speakers whose jobs frequently depend on the effective use of words such as lawyers and ministers. Verbal ability makes the difference between having or nor having food to eat, a place to live and clothes to wear.

This should suggest to writers that they should avoid oversimplification of Black characters' language in the interest of nurturing a sense of racial dignity, respect, and objectively in young readers.

Characters from all races should be portrayed as valuable citizens in the community. There is a need for more books for children that present the Black character as being a well educated, professional, productive member of society. The Black family and home environment should be portrayed in a realistic manner for all children to identify with.

This study revealed encouraging information concerning the fate of Black children's books. This suggests that a continued effort must be enacted to ensure that all children can read books that they can feel proud about.

Recommendations

This study suggested several recommendations for librarians, teachers, parents and authors. A checklist like the chart discussed in the study could aid authors in the writing process by reminding them of the positive values to be taught.

Teachers and librarians should preview all books prior to placement on the shelves in the library, and examination copies of books should be made available to librarians and teachers for review before they are purchased for accession. A test group of children could participate in story hour, and they could tell why they liked or disliked the book. This procedure could be used as a guide for purchasing and selecting library books. Teachers and librarians could also send out recommended book lists to parents and thus suggest those which would be enjoyable and beneficial for their children. Interested parents could be asked to participate in the preview sessions. Teachers could apply the criteria to basal reader stories. School librarians could apply the criteria to other books on their shelves.

The findings and interpretations of this study indicate that there is a need to examine other books that have Black characters to determine whether or not these characters are portrayed in a negatively stereotyped manner. This will indicate their suitability for children. Books that have at least one Black character should be examined to determine whether or not that character is capable of building strong egos and positive attitudes. A result of a study as outlined should be to list books and discuss them in terms of their suitability to project positive Black images.

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APPENDIX A

PERMISSION LETTER FROM DR. GEORGIA NAPIER

JACKSON STATE UNIVERSITY
JACKSON, MISSISSIPPI 39217

DEPARTMENT OF EARLY CHILDHOOD
ELEMENTARY EDUCATION

TELEPHONE (601) 968-2341
968-2342

August 9, 1983

Ms. Doris Gary
1012 Wynwood Drive
Jackson, MS 39209

Dear Ms. Gary:

In response to your request it is with pleasure that I grant you permission to use the format and evaluation method that I developed for use with my dissertation: "The Portrayal of North American Indians in Twenty Selected Works of Children's Literature" written in 1970 at the University of Arkansas. I am also very happy to have you run a study parallel to mine.

Your dissertation should be very interesting and certainly is timely since there are still far too few works of children's literature portraying Blacks in non-stereotypical roles.

Yours truly,

Georgia Napier

Georgia Napier, Napier
Department of Early Childhood/
Elementary Education & Reading

APPENDIX B

CALDECOTT AWARD AND HONOR WINNING LIST FOR 1963-1983

LIST OF BOOKS ANALYZED WITH DOMINANT BLACK CHARACTERS
FROM CALDECOTT AWARD AND HONOR WINNING BOOKS
FOR 1963 - 1983

1963 - *The Snowy Day* by Ezra Jack Keats

1970 - *Goggles*! by Ezra Jack Keats (Honor Book)

1971 - *A Story - A Story* by Gail E. Haley (Honor Book)

1972 - *Moja Means One: Swahili Counting* Book by Muriel Feelings

1975 - *Jumbo Means Hello* by Muriel Feelings (Honor Book)

1977 - *Ashanti to Zulu: African Traditions* by Margaret Musgrove

1982 - *Ben's Trumpet* by Rachael Isadora

APPENDIX C

NEWBERY AWARD AND HONOR WINNING LIST FOR 1963-1983

LIST OF BOOKS ANALYZED WITH DOMINANT BLACK CHARACTERS FROM NEWBERY AWARD AND HONOR BOOKS FOR 1963 - 1983

1965 - I Juan de Pareja by Elizabeth de Trevino

1967 - The Jazz Man by Mary H. Weik, Atheneum (Honor Book)

1968 - Jennifer, Hecate, Macbeth, William McKinley, and Me, Elizabeth by E. L. Konigsburg (Honor Book)

1968 - The Egypt Game by Zilpha Keatley Snyder (Honor Book)

1969 - To Be a Slave by Julius Lester (Honor Book)

1970 - Sounder by William H. Armstrong

1972 - The Planet of Junior Brown by Virginia Hamilton (Honor Book)

1974 - The Slave Dancer by Paula Fox

1974 - Philip Hall Likes Me, I Reckon, Maybe by Betty Greene

1975 - M. C. Higgins, the Great by Virginia Hamilton

1976 - The Hundred Penny Box by Sharon Bell (Honor Book)

1977 - Roll of Thunder, Hear my Cry by Mildred D. Taylor

1979 - The Great Gilly Hopkins by Katherine Paterson (Honor Book)

1982 - Sweet Whispers Brother Rush by Virginia Hamilton (Honor Book)

APPENDIX D

PANEL OF PROFESSORS WHO EXAMINED THE EVALUATION INSTRUMENT

The following were members of the panel of experts who examined the evaluation instruments to determine stereotyping for validity. Dr. ReJohnna Brown, Associate Professor of Early Childhood Education/Elementary Education/Reading, Jackson State University, Dr. Betty Gaulden, Associate Professor of Reading, Jackson State University, Dr. Betty R. Langley, Associate Professor of Early Childhood Education/Elementary Education/Reading, Jackson State University, Dr. Earl C. Leggette, Professor of Secondary Education, Jackson State University, Dr. Georgia Napier, Professor and Department Head of Early Childhood/Elementary Education/Reading, Jackson State University, Dr. John L. Shourts, Associate Professor of Secondary Education, Jackson State University, Dr. John Cornell, Chairman of the Psychology Department, Tougaloo College, and Mrs. Brenda Cornell, English Teacher, The Education Center, Jackson, Mississippi.

APPENDIX E

PHYSICAL EVALUATION CHARTS FOR CALDECOTT BOOKS

I. Physical Description

x indicates a "yes" response

The Snowy Day

a. kinky hair
b. unusually wide nose
c. unusually big lips
d. fat, jolly "mammy" type females
e. big feet
f. rhythm (natural)
g. dress style
h. other physical dimensions

CHARACTER	a.	b.	c.	d.	e.	f.	g.	h.
Peter								*
Peter's Mother				X			X	

* Unusually large head * The color red

I. Physical Description

x indicates a "yes" response

Goggles!

a. kinky hair
b. unusually wide nose
c. unusually big lips
d. fat, jolly "mammy" type females
e. big feet
f. rhythm (natural)
g. dress style
h. other physical dimensions

CHARACTER	a.	b.	c.	d.	e.	f.	g.	h.
Peter			X					* X
Archie			X					* X
Big Boys							X	

* Unusually large head

I. Physical Description

x indicates a "yes" response

A Story - A Story

a. kinky hair
b. unusually wide nose
c. unusually big lips
d. fat, jolly "mammy" type females
e. big feet
f. rhythm (natural)
g. dress style
h. other physical dimensions

CHARACTER	a.	b.	c.	d.	e.	f.	g.	h.
Anase		X	X					*X
Village People	X	X	X					X
Sky God		X	X					
Mmoatia		X	X					X

* Anase - big feet *Village people - indeterminable facial features *Mmoatia -big eye

I. Physical Description

x indicates a "yes" response

Moja Means One

a. kinky hair
b. unusually wide nose
c. unusually big lips
d. fat, jolly "mammy" type females
e. big feet
f. rhythm (natural)
g. dress style
h. other physical dimensions

CHARACTER	a.	b.	c.	d.	e.	f.	g.	h.
Men and Women		X	X	X				

I. Physical Description

x indicates a "yes" response

Jambo Means Hello

a. kinky hair
b. unusually wide nose
c. unusually big lips
d. fat, jolly "mammy" type females
e. big feet
f. rhythm (natural)
g. dress style
h. other physical dimensions

CHARACTER	a.	b.	c.	d.	e.	f.	g.	h.
Village People		X	X	X		X		*

* Unusally big hips

I. Physical Description

x indicates a "yes" response

Ashanti to Zulu: African Traditions

- a. kinky hair
- b. unusually wide nose
- c. unusually big lips
- d. fat, jolly "mammy" type females
- e. big feet
- f. rhythm (natural)
- g. dress style
- h. other physical dimensions

CHARACTER	a.	b.	c.	d.	e.	f.	g.	h.
26 tribes	X	X	X	X				*

*26 tribes - Ashanti to Zulu, inclusive *Big Ears *Large Hands *Half-Naked *Fat Men

I. Physical Description

x indicates a "yes" response

Ben's Trumpet

a. kinky hair
b. unusually wide nose
c. unusually big lips
d. fat, jolly "mammy" type females
e. big feet
f. rhythm (natural)
g. dress style
h. other physical dimensions

CHARACTER	a.	b.	c.	d.	e.	f.	g.	h.
Ben	X	X						
Mother	X	X	X	X			X	
Father								

APPENDIX F

PHYSICAL EVALUATION CHARTS FOR NEWBERY BOOKS

I. Physical Description

x indicates a "yes" response

I, Juan De Pareja

- a. kinky hair
- b. unusually wide nose
- c. unusually big lips
- d. fat, jolly "mammy" type females
- e. big feet
- f. rhythm (natural)
- g. dress style
- h. other physical dimensions

CHARACTER	a.	b.	c.	d.	e.	f.	g.	h.
Juan								
Lolis								

I. Physical Description

x indicates a "yes" response

The Jazz Man

a. kinky hair
b. unusually wide nose
c. unusually big lips
d. fat, jolly "mammy" type females
e. big feet
f. rhythm (natural)
g. dress style
h. other physical dimensions

CHARACTER	a.	b.	c.	d.	e.	f.	g.	h.
Zeke	x	x						
Zeke's Mother								
Zeke's Father	x	x	x					
Jazz Man								
Visitors (Black)								

I. Physical Description

x indicates a "yes" response

Jennifer, Hecate, MacBeth
William McKinley, and Me, Elizabeth

a. kinky hair
b. unusually wide nose
c. unusually big lips
d. fat, jolly "mammy" type females
e. big feet
f. rhythm (natural)
g. dress style
h. other physical dimensions

CHARACTER	a.	b.	c.	d.	e.	f.	g.	h.
Jennifer								

I. Physical Description

x indicates a "yes" response

The Egypt Game

a. kinky hair
b. unusually wide nose
c. unusually big lips
d. fat, jolly "mammy" type females
e. big feet
f. rhythm (natural)
g. dress style
h. other physical dimensions

CHARACTER	a.	b.	c.	d.	e.	f.	g.	h.
Melanie								

I. Physical Description

x indicates a "yes" response

Sounder

a. kinky hair
b. unusually wide nose
c. unusually big lips
d. fat, jolly "mammy" type females
e. big feet
f. rhythm (natural)
g. dress style
h. other physical dimensions

CHARACTER	a.	b.	c.	d.	e.	f.	g.	h.
Father							X	
Mother							X	
Boy								

I. Physical Description

x indicates a "yes" response

The Slave Dancer

- a. kinky hair
- b. unusually wide nose
- c. unusually big lips
- d. fat, jolly "mammy" type females
- e. big feet
- f. rhythm (natural)
- g. dress style
- h. other physical dimensions

CHARACTER	a.	b.	c.	d.	e.	f.	g.	h.
Ras						X	X	
Slaves						X		*

* Stinky, negative descriptions of the slaves

I. Physical Description

x indicates a "yes" response

The Planet of Junior Brown

- a. kinky hair
- b. unusually wide nose
- c. unusually big lips
- d. fat, jolly "mammy" type females
- e. big feet
- f. rhythm (natural)
- g. dress style
- h. other physical dimensions

CHARACTER	a.	b.	c.	d.	e.	f.	g.	h.
Junior Brown								
Buddy								
Mother								
Mr. Poole								
Mable Johnson								

* Grossly overweight

I. Physical Description

x indicates a "yes" response

M. C. Higgins, the Great

a. kinky hair
b. unusually wide nose
c. unusually big lips
d. fat, jolly "mammy" type females
e. big feet
f. rhythm (natural)
g. dress style
h. other physical dimensions

CHARACTER	a.	b.	c.	d.	e.	f.	g.	h.
M. C.							X	
Ben Killburn								
Lurhetta								
"Dude"								
James Lewis								
Father								

I. Physical Description

x indicates a "yes" response

Philip Hall Likes Me, I Reckon Maybe

a. kinky hair
b. unusually wide nose
c. unusually big lips
d. fat, jolly "mammy" type females
e. big feet
f. rhythm (natural)
g. dress style
h. other physical dimensions

CHARACTER	a.	b.	c.	d.	e.	f.	g.	h.
Beth	X	X	X				X	*
Mrs. Lambert				X				
Mr. Lambert		X						
Philip								*
Bonnie								
Annie								
Luther								

* Extremely black

I. Physical Description

x indicates a "yes" response

The Hundred Penny Box

a. kinky hair
b. unusually wide nose
c. unusually big lips
d. fat, jolly "mammy" type females
e. big feet
f. rhythm (natural)
g. dress style
h. other physical dimensions

CHARACTER	a.	b.	c.	d.	e.	f.	g.	h.
Aunt Dew	X	X		X			X	
Michael		X	X					
Father								
Mother		X						

I. Physical Description

x indicates a "yes" response

Roll of Thunder, Hear My Cry

- a. kinky hair
- b. unusually wide nose
- c. unusually big lips
- d. fat, jolly "mammy" type females
- e. big feet
- f. rhythm (natural)
- g. dress style
- h. other physical dimensions

CHARACTER	a.	b.	c.	d.	e.	f.	g.	h.
Stacy	X	X						
Christopher-John								
Cassie								
T. J.								
Little man								
Mr. and Mrs. Logan								
Grandmother								
Uncle Hammer								
Mr. and Mrs. Avery								

I. Physical Description

x indicates a "yes" response

The Great Gilly Hopkins

a. kinky hair
b. unusually wide nose
c. unusually big lips
d. fat, jolly "mammy" type females
e. big feet
f. rhythm (natural)
g. dress style
h. other physical dimensions

CHARACTER	a.	b.	c.	d.	e.	f.	g.	h.
Mr. Randolph (blind man)								
Miss Harris (teacher)								

I. Physical Description

x indicates a "yes" response

Sweet Whispers, Brother Rush

a. kinky hair
b. unusually wide nose
c. unusually big lips
d. fat, jolly "mammy" type females
e. big feet
f. rhythm (natural)
g. dress style
h. other physical dimensions

CHARACTER	a.	b.	c.	d.	e.	f.	g.	h.
Brother Rush		X	X					
Tree								
Dabney								
M'vy (mother)		X						
Silversmith								
Old Lady Pricherd								

I. Physical Description

x indicates a "yes" response

To Be a Slave

a. kinky hair
b. unusually wide nose
c. unusually big lips
d. fat, jolly "mammy" type females
e. big feet
f. rhythm (natural)
g. dress style
h. other physical dimensions

CHARACTER	a.	b.	c.	d.	e.	f.	g.	h.
Slaves		X	X	X			X	

APPENDIX G

LANGUAGE USAGE EVALUATION CHARTS FOR CALDECOTT BOOKS

II. Language

x indicates a "yes" response

The Snowy Day

a. dialect
b. sub-standard grammar

CHARACTER	a.	b.
Peter		
Peter's Mother		

II. Language

x indicates a "yes" response

Goggles!

a. dialect
b. sub-standard grammar

CHARACTER	a.	b.
Peter		
Archie		
Big Boys		

II. Language

x indicates a "yes" response

A Story - A Story

a. dialect
b. sub-standard grammar

CHARACTER	a.	b.
Anase		
Village People		
Sky God		
Mmoatia		

II. Language

x indicates a "yes" response

Moja Means One

a. dialect
b. sub-standard grammar

CHARACTER	a.	b.
Men and Women		

II. Language

x indicates a "yes" response

Jambo Means Hello

a. dialect
b. sub-standard grammar

CHARACTER	a.	b.
Village People		

II. Language

x indicates a "yes" response

Ashanti to Zulu: African Traditions

a. dialect
b. sub-standard grammar

CHARACTER	a.	b.
26 tribes		

* 26 tribes - Ashanti to Zulu, inclusive

II. Language

x indicates a "yes" response

Ben's Trumpet

a. dialect
b. sub-standard grammar

CHARACTER	a.	b.
Ben		X
Mother		
Father		

APPENDIX H

LANGUAGE USAGE EVALUATION CHARTS FOR NEWBERY BOOKS

II. Language

x indicates a "yes" response

I, Juan De Pareja

a. dialect
b. sub-standard grammar

CHARACTER	a.	b.
Juan		
Lolis	X	X

II. Language

x indicates a "yes" response

The Jazz Man

a. dialect
b. sub-standard grammar

CHARACTER	a.	b.
Zeke		
Zeke's Mother		
Zeke's Father	X	X
Visitors		X

II. Language

x indicates a "yes" response

Jennifer, Hecate, MacBeth,
William McKinley, and Me, Elizabeth

a. dialect
b. sub-standard grammar

CHARACTER	a.	b.
Jennifer		

II. Language

x indicates a "yes" response

The Egypt Game

a. dialect
b. sub-standard grammar

CHARACTER	a.	b.
Melanie		

II. Language

x indicates a "yes" response

Sounder

a. dialect
b. sub-standard grammar

CHARACTER	a.	b.
Father	X	X
Mother		X
Boy	X	X

II. Language

x indicates a "yes" response

The Planet of Junior Brown

a. dialect
b. sub-standard grammar

CHARACTER	a.	b.
Junior Brown	X	X
Buddy	X	X
Mother		
Mr. Poole		
Mable Johnson	X	X

II. Language

x indicates a "yes" response

The Slave Dancer

a. dialect
b. sub-standard grammar

CHARACTER	a.	b.
Ras		X X
Slaves		

II. Language

x indicates a "yes" response

Philip Hall Likes Me, I Reckon Maybe

a. dialect
b. sub-standard grammar

CHARACTER	a.	b.
Beth	X	X
Mrs. Lambert	X	X
Mr. Lambert	X	X
Philip		X
Bonnie		
Annie	X	
Luther	X	X

II. Language

x indicates a "yes" response

M. C. Higgins, The Great

a. dialect
b. sub-standard grammar

CHARACTER	a.	b.
M. C.		
Bill Killburn		
"Dude"	X	
James Lewis		
Father		
Lurhetta		

II. Language

x indicates a "yes" response

The Hundred Penny Box

a. dialect
b. sub-standard grammar

CHARACTER	a.	b.
Aunt Dew	X	X
Michael		
Father	X	
Mother		

II. Language

x indicates a "yes" response

Roll of Thunder, Hear My Cry

a. dialect
b. sub-standard grammar

CHARACTER	a.	b.
Stacy	X	X
Christopher-John	X	X
Cassie	X	X
T. J.	X	X
Little Man	X	X
Mr. and Mrs. Logan	X X	X X
Grandmother	X	X
Uncle Hammer	X	X
Mr. and Mrs. Avery	X X	X X

II. Language

x indicates a "yes" response

The Great Gilly Hopkins

a. dialect
b. sub-standard grammar

CHARACTER	a.	b.
Mr. Randolph		
Miss Harris		

II. Language

x indicates a "yes" response

Sweet Whispers, Brother Rush

a. dialect
b. sub-standard grammar

CHARACTER	a.	b.
Brother Rush	X	X
Tree	X	X
Dabney	X	X
M'vy (mother)	X	X
Silversmith	X	X
Old Lady Pricherd	X	X

II. Language

x indicates a "yes" response

To Be A Slave

a. dialect
b. sub-standard grammar

CHARACTER	a.	b.
Slaves	X	X

APPENDIX I

COMMUNITY STATUS EVALUATION CHARTS FOR CALDECOTT BOOKS

III. Status in the Community

x indicates a "yes" response

The Snowy Day

- a. Leadership, respect for parent because of fear as a radical
- b. Sub-standard conduct
- c. Absence of father figure in the home
- d. Physical location of the house or structure of the house.
- e. Economic home
- f. Negative description of the car
- g. Inferior employment status of parents
- h. More children than the family can support properly
- i. Indentifiable negative superstitions and religious practices
- j. Possession of inferior pets
- k. Other features deemed negative to the community

CHARACTER	a.	b.	c.	d.	e.	f.	g.	h.	i.	j.	k.
Peter											*
Peter's Mother											

*Niave

III. Status in the Community

x indicates a "yes" response

Goggles!

a. Leadership, respect for parent because of fear as a radical
b. Sub-standard conduct
c. Absence of father figure in the home
d. Physical location of the house or structure of the house.
e. Economic home
f. Negative description of the car
g. Inferior employment status of parents
h. More children than the family can support properly
i. Indentifiable negative superstitions and religious practices
j. Possession of inferior pets
k. Other features deemed negative to the community

CHARACTER	a.	b.	c.	d.	e.	f.	g.	h.	i.	j.	k.
Peter				X	*						
Archie				X	X						
Big boys		X		X	X						

III. Status in the Community

x indicates a "yes" response

A Story - A Story

- a. Leadership, respect for parent because of fear as a radical
- b. Sub-standard conduct
- c. Absence of father figure in the home
- d. Physical location of the house or structure of the house.
- e. Economic home
- f. Negative description of the car
- g. Inferior employment status of parents
- h. More children than the family can support properly
- i. Indentifiable negative superstitions and religious practices
- j. Possession of inferior pets
- k. Other features deemed negative to the community

CHARACTER	a.	b.	c.	d.	e.	f.	g.	h.	i.	j.	k.
Anase											
Village People									x		
Sky God											
Mmoatia											

III. Status in the Community

x indicates a "yes" response

Moja Means One

a. Leadership, respect for parent because of fear as a radical
b. Sub-standard conduct
c. Absence of father figure in the home
d. Physical location of the house or structure of the house.
e. Economic home
f. Negative description of the car
g. Inferior employment status of parents
h. More children than the family can support properly
i. Indentifiable negative superstitions and religious practices
j. Possession of inferior pets
k. Other features deemed negative to the community

CHARACTER	a.	b.	c.	d.	e.	f.	g.	h.	i.	j.	k.
Men and Women											

III. Status in the Community

x indicates a "yes" response

Jambo Means Hello

a. Leadership, respect for parent because of fear as a radical
b. Sub-standard conduct
c. Absence of father figure in the home
d. Physical location of the house or structure of the house.
e. Economic home
f. Negative description of the car
g. Inferior employment status of parents
h. More children than the family can support properly
i. Indentifiable negative superstitions and religious practices
j. Possession of inferior pets
k. Other features deemed negative to the community

CHARACTER	a.	b.	c.	d.	e.	f.	g.	h.	i.	j.	k.
Village People											

III. Status in the Community

x indicates a "yes" response

Ashanti to Zulu: African Traditions

a. Leadership, respect for parent because of fear as a radical
b. Sub-standard conduct
c. Absence of father figure in the home
d. Physical location of the house or structure of the house.
e. Economic home
f. Negative description of the car
g. Inferior employment status of parents
h. More children than the family can support properly
i. Indentifiable negative superstitions and religious practices
j. Possession of inferior pets
k. Other features deemed negative to the community

CHARACTER	a.	b.	c.	d.	e.	f.	g.	h.	i.	j.	k.
26 Tribes											

III. Status in the Community

x indicates a "yes" response

Ben's Trumpet

- a. Leadership, respect for parent because of fear as a radical
- b. Sub-standard conduct
- c. Absence of father figure in the home
- d. Physical location of the house or structure of the house.
- e. Economic home
- f. Negative description of the car
- g. Inferior employment status of parents
- h. More children than the family can support properly
- i. Indentifiable negative superstitions and religious practices
- j. Possession of inferior pets
- k. Other features deemed negative to the community

CHARACTER	a.	b.	c.	d.	e.	f.	g.	h.	i.	j.	k.
Ben			X								
Mother		X		X	X						
Father		X									

APPENDIX J

COMMUNITY STATUS EVALUATION CHARTS FOR NEWBERY BOOKS

III. Status in the Community

x indicates a "yes" response

I, Juan De Pareja

a. Leadership, respect for parent because of fear as a radical
b. Sub-standard conduct
c. Absence of father figure in the home
d. Physical location of the house or structure of the house.
e. Economic home
f. Negative description of the car
g. Inferior employment status of parents
h. More children than the family can support properly
i. Indentifiable negative superstitions and religious practices
j. Possession of inferior pets
k. Other features deemed negative to the community

CHARACTER	a.	b.	c.	d.	e.	f.	g.	h.	i.	j.	k.
Juan		slave X									X
Lolis		slave X									

* Walk behind the mistress
* Drank behind the mistress

III. Status in the Community

x indicates a "yes" response

The Jazz Man

a. Leadership, respect for parent because of fear as a radical
b. Sub-standard conduct
c. Absence of father figure in the home
d. Physical location of the house or structure of the house.
e. Economic home
f. Negative description of the car
g. Inferior employment status of parents
h. More children than the family can support properly
i. Indentifiable negative superstitions and religious practices
j. Possession of inferior pets
k. Other features deemed negative to the community

CHARACTER	a.	b.	c.	d.	e.	f.	g.	h.	i.	j.	k.
Zeke				X							
Zeke's Mother		X		X							
Zeke's Father		X		X			X				
House				X							

III. Status in the Community

x indicates a "yes" response

Jennifer, Hecate, MacBeth,
William McKinley, and Me, Elizabeth

a. Leadership, respect for parent because of fear as a radical
b. Sub-standard conduct
c. Absence of father figure in the home
d. Physical location of the house or structure of the house.
e. Economic home
f. Negative description of the car
g. Inferior employment status of parents
h. More children than the family can support properly
i. Indentifiable negative superstitions and religious practices
j. Possession of inferior pets
k. Other features deemed negative to the community

CHARACTER	a.	b.	c.	d.	e.	f.	g.	h.	i.	j.	k.
Jennifer											

III. Status in the Community

x indicates a "yes" response

The Egypt Game

a. Leadership, respect for parent because of fear as a radical
b. Sub-standard conduct
c. Absence of father figure in the home
d. Physical location of the house or structure of the house.
e. Economic home
f. Negative description of the car
g. Inferior employment status of parents
h. More children than the family can support properly
i. Indentifiable negative superstitions and religious practices
j. Possession of inferior pets
k. Other features deemed negative to the community

CHARACTER	a.	b.	c.	d.	e.	f.	g.	h.	i.	j.	k.
Melanie											

III. Status in the Community

x indicates a "yes" response

Sounder

a. Leadership, respect for parent because of fear as a radical
b. Sub-standard conduct
c. Absence of father figure in the home
d. Physical location of the house or structure of the house.
e. Economic home
f. Negative description of the car
g. Inferior employment status of parents
h. More children than the family can support properly
i. Indentifiable negative superstitions and religious practices
j. Possession of inferior pets
k. Other features deemed negative to the community

CHARACTER	a.	b.	c.	d.	e.	f.	g.	h.	i.	j.	k.
Father											* x
Mother											* x
Boy											* x
House				* x							

* illiterate
* father - in jail for stealing

III. Status in the Community

x indicates a "yes" response

The Planet of Junior Brown

- a. Leadership, respect for parent because of fear as a radical
- b. Sub-standard conduct
- c. Absence of father figure in the home
- d. Physical location of the house or structure of the house.
- e. Economic home
- f. Negative description of the car
- g. Inferior employment status of parents
- h. More children than the family can support properly
- i. Indentifiable negative superstitions and religious practices
- j. Possession of inferior pets
- k. Other features deemed negative to the community

CHARACTER	a.	b.	c.	d.	e.	f.	g.	h.	i.	j.	k.
Junior Brown											
Buddy											
Mother											
Mr. Poole											
Mable Johnson											

III. Status in the Community

x indicates a "yes" response

The Slave Dancer

- a. Leadership, respect for parent because of fear as a radical
- b. Sub-standard conduct
- c. Absence of father figure in the home
- d. Physical location of the house or structure of the house.
- e. Economic home
- f. Negative description of the car
- g. Inferior employment status of parents
- h. More children than the family can support properly
- i. Indentifiable negative superstitions and religious practices
- j. Possession of inferior pets
- k. Other features deemed negative to the community

CHARACTER	a.	b.	c.	d.	e.	f.	g.	h.	i.	j.	k.
Ras		X	X	X	X		X				*
Slaves		X	X	X	X		X				*

* on a slave ship; inhumane treatment of the slaves

III. Status in the Community

x indicates a "yes" response

M. C. Higgins, The Great

a. Leadership, respect for parent because of fear as a radical
b. Sub-standard conduct
c. Absence of father figure in the home
d. Physical location of the house or structure of the house
e. Economic home
f. Negative description of the car
g. Inferior employment status of parents
h. More children than the family can support properly
i. Indentifiable negative superstitions and religious practices
j. Possession of inferior pets
k. Other features deemed negative to the community

CHARACTER	a.	b.	c.	d.	e.	f.	g.	h.	i.	j.	k.
M. C.	X			X	X						* X
Ben Killburn											
Lurhetta											
"Dude"		X									
James Lewis											
Father				X	X		X				

* - Witchy people and poverty

III. Status in the Community

x indicates a "yes" response

Philip Hall Likes Me, I Reckon Maybe

a. Leadership, respect for parent because of fear as a radical
b. Sub-standard conduct
c. Absence of father figure in the home
d. Physical location of the house or structure of the house.
e. Economic home
f. Negative description of the car
g. Inferior employment status of parents
h. More children than the family can support properly
i. Indentifiable negative superstitions and religious practices
j. Possession of inferior pets
k. Other features deemed negative to the community

CHARACTER	a.	b.	c.	d.	e.	f.	g.	h.	i.	j.	k.
Beth											*
Mrs. Lambert											
Mr. Lambert											
Philip											
Bonnie											
Annie											
Luther											

* - Witchy people

III. Status in the Community

x indicates a "yes" response

The Hundred Penny Box

a. Leadership, respect for parent because of fear as a radical
b. Sub-standard conduct
c. Absence of father figure in the home
d. Physical location of the house or structure of the house.
e. Economic home
f. Negative description of the car
g. Inferior employment status of parents
h. More children than the family can support properly
i. Indentifiable negative superstitions and religious practices
j. Possession of inferior pets
k. Other features deemed negative to the community

CHARACTER	a.	b.	c.	d.	e.	f.	g.	h.	i.	j.	k.
Aunt Dew									X		
Michael											
Father											
Mother		X									

III. Status in the Community

x indicates a "yes" response

Roll of Thunder, Hear My Cry

- a. Leadership, respect for parent because of fear as a radical
- b. Sub-standard conduct
- c. Absence of father figure in the home
- d. Physical location of the house or structure of the house.
- e. Economic home
- f. Negative description of the car
- g. Inferior employment status of parents
- h. More children than the family can support properly
- i. Indentifiable negative superstitions and religious practices
- j. Possession of inferior pets
- k. Other features deemed negative to the community

CHARACTER	a.	b.	c.	d.	e.	f.	g.	h.	i.	j.	k.
Stacy											
Christopher-John											
Cassie											
T. J.		x									
Little Man											
Mr. and Mrs. Logan											
Uncle Hammer											
Mr. and Mrs. Avery											

III. Status in the Community

x indicates a "yes" response

The Great Gilly Hopkins

- a. Leadership, respect for parent because of fear as a radical
- b. Sub-standard conduct
- c. Absence of father figure in the home
- d. Physical location of the house or structure of the house.
- e. Economic home
- f. Negative description of the car
- g. Inferior employment status of parents
- h. More children than the family can support properly
- i. Indentifiable negative superstitions and religious practices
- j. Possession of inferior pets
- k. Other features deemed negative to the community

CHARACTER	a.	b.	c.	d.	e.	f.	g.	h.	i.	j.	k.
Mr. Randolph											
Miss Harris											

III. Status in the Community

x indicates a "yes" response

Sweet Whispers, Brother Rush

a. Leadership, respect for parent because of fear as a radical
b. Sub-standard conduct
c. Absence of father figure in the home
d. Physical location of the house or structure of the house.
e. Economic home
f. Negative description of the car
g. Inferior employment status of parents
h. More children than the family can support properly
i. Indentifiable negative superstitions and religious practices
j. Possession of inferior pets
k. Other features deemed negative to the community

CHARACTER	a.	b.	c.	d.	e.	f.	g.	h.	i.	j.	k.
Brother Rush		X									
Tree			X								
Dabney											
M'vy (Mother)		X					X				X
Silversmith											
Old Lady Pricherd							X				

* - Beat her son

III. Status in the Community

x indicates a "yes" response

To Be a Slave

a. Leadership, respect for parent because of fear as a radical
b. Sub-standard conduct
c. Absence of father figure in the home
d. Physical location of the house or structure of the house.
e. Economic home
f. Negative description of the car
g. Inferior employment status of parents
h. More children than the family can support properly
i. Indentifiable negative superstitions and religous practices
j. Possession of inferior pets
k. Other features deemed negative to the community

CHARACTER	a.	b.	c.	d.	e.	f.	g.	h.	i.	j.	k.
Slaves				X	X		X	X	X		*
Overseers		X									

* beaten, auctioned, brain washed

APPENDIX K

PANEL OF EXPERTS
PANEL OF PROFESSORS WHO EXAMINED THE SELECTED BOOKS TO DETERMINE STEREOTYPING

The following were members of the panel of experts who examined the selected books to determine stereotyping for validity. Dr. ReJohnna Brown, Associate Professor of Early Childhood Education/Elementary Education/Reading, Jackson State University, Dr. Betty Gaulden, Associate Professor of Reading, Jackson State University, Dr. Betty R. Langley, Associate Professor of Early Childhood Education/Elementary Education/Reading, Jackson State University, Dr. Georgia Napier, Professor and Department Head of Early Childhood/Elementary Education/Reading, Jackson State University, Dr. Robbie Bingham, Associate Professor Library Science, Jackson State University, Mrs. Brenda Cornell, English Teacher, The Education Center, Jackson, Mississippi.

VITA

VITA

DORIS CHRISTINE GARY, daughter of Christine Hicks Gary and Jesse Gary, Sr., is a native of Jackson, Mississippi. She is the mother of one son, Richard Bernard Casher Gary.

She attended public school in Mississippi, graduating from Jim Hill Junior Senior High School in Jackson, Mississippi and holds a Bachelor of Arts degree with a major in English and Literature from Jackson College. She also holds the Master of Science degree and the Educational Specialist degree in Elementary Education and has received the Doctor of Education degree in Early Childhood Education with a minor in Reading from Jackson State University.

Her work experiences in the field of education include: one year as a member of the staff of Jackson Municipal Public School System in the role of reading facilitator, one year and one summer as a mathematics supervisor in the Yazoo County School District and Tougaloo College, seven years as an elementary level teacher in the Hinds County Public School District and three and one-half years with the Clinton Municipal Separate School District at the elementary level.

Her professional experiences in the field of education include: working with her major advisor in the organization, development, recruitment of students and implementation of six different short-term courses; serving as a research team leader in the Cancer CPII Study sponsored by the National Cancer Society; and contributing to the writing of the publication, Africa and Its People - Survey of the Continent, edited by Mario Azevedo and Gwendolyn Prater, while a student at the Institute on African Studies.

Her professional organizations include being a member of Phi Delta Kappa, Mississippi Association of Educators, National Education Association and the Association of Clinton Educators.

She also holds memberships in the Jackson State University Alumni Association on both the national and local levels, Opera South, and the Jackson Friends of the Zoo Organization.